

### **Frederick Gough School Career Programme 2025/2026**

The aim of our careers programme is to raise the aspirations of our students by preparing them for the opportunities, responsibilities and experiences of life. We have a planned progressive programme which allows students to gain the knowledge and develop the skills to allow them to make informed choices and appropriate decisions, to manage transitions and plan for their future career path. Our programme is mapped against the 8 Gatsby Benchmarks as shown below (In the table for Benchmarks 2-8).

#### **Benchmark 1**

**A Stable Careers Programme** – Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.

**Our intent for our Careers Education, Information, Advice and Guidance (CEIAG) provision at Frederick Gough School is that we will provide a programme which:**

- contributes to raising achievement, especially through motivation to succeed in their future direction post 16 and beyond;
- develops a knowledge of options available to support informed decisions as to their next steps;
- supports inclusion, challenges stereotyping and promotes equality of opportunity;
- encourages participation in continued learning including further education, higher education and apprenticeships and prepares students for the world of work in modern Britain;
- develops enterprise and employability skills;
- supports making appropriate choices in order to reduce drop out from and course switching in education and training;
- contributes to the economic prosperity of individuals and communities;
- meets the needs of all our students through appropriate differentiation and bespoke provision;
- encourages students to focus on their future aspirations and to have a clear understanding of what they need to do to achieve their goals;
- includes input from local and national providers (education, training, employers, voluntary sector) to provide a broad understanding of the labour market and to raise aspirations of students;
- highlights career paths of former students to inspire and encourage;
- involves parents and carers.

Through activities completed across the curriculum, in tutor sessions, in Personal, Social, Health and Citizenship Education lessons (PSHCE), in assemblies and through Optimum challenge days, our students will:

- Develop themselves through careers, employability and enterprise education
- Learn about careers and the world of work
- Develop their career management and employability skills

The programme will allow students to understand the purpose and benefits of education and it should aim to inspire them to greater achievement in their qualifications as well as successful progression into the next stage of their lives. All students have access to impartial careers guidance at times when they need it.

The CEIAG programme incorporates both formal careers education, information, advice and guidance activities, as well as other opportunities such as bespoke sessions in subject lessons, external speakers and educational visits. All students have access to information on the full range of options and progression routes open to them. Employers provide information and advice on how to get into particular careers and they add a real life context.

The whole school staff has a responsibility for the careers education of our students and it is essential that all staff maintain an up to date knowledge of opportunities relevant to their subject, encourage students to explore ideas and provide additional information or to refer them to colleagues with more specific knowledge.

Employability skills are developed from year 7 through their formal education and also through the Optimum Curriculum (tutor led sessions and challenge days) and extra-curricular activities both inside and outside of school.

Further and Higher Education providers, apprenticeship providers and employers offer appropriate information and support for all of our students so that they can all make successful transitions from Frederick Gough School and have successful and fulfilling lives. We enable students to hear from and have direct experiences with providers of future study options.

The Careers Programme is reviewed in a variety of ways including regular self assessment using the Compass tool from the Careers and Enterprise Company. Activities such as the careers convention, work experience, employer visits, challenge days and interviews are evaluated and discussions held to inform future planning. Students take part in the Adolescent Lifestyle Survey which includes questions about careers provision in school. We are proud holders of the QiCS (Quality in Careers Standard) which is an externally assessed award for which the assessment process includes discussions with students, parents, school staff, governors and employers.

#### Purpose of Employer engagement and careers in the curriculum:

Complementing our intent (ref: Careers Education, Information, Advice and Guidance at Frederick Gough School document also on our school website), embedding careers in the curriculum (Gatsby Benchmark 4) and Encounters with employers and employees (Gatsby Benchmark 5) is an essential part of helping to prepare students for life after Frederick Gough. It is our intent that careers learning is embedded in every curriculum area as well as the careers activities that are delivered through PSHE lessons and other bespoke events.

Why do we engage with employers and other organisations? Why is careers in the curriculum important?

- Helps to bring the curriculum to life by linking to the outside world;
- Supports learning;
- Raises aspirations;
- Raises awareness of opportunities and routes into these opportunities;
- Brings an alternative perspective to the curriculum (i.e. the 'real' world);
- Increased awareness of the local labour market – locally, nationally and globally.

Our principles around how should we engage with external providers and employers who come into school or provide activities for our pupils in their place of work. Activities need to:

- meet the objectives of our intent for CEIAG
- be at a time to maximise the number of students involved with the least possible disruption to other curriculum areas;
- be at a time to fit in with the curriculum plan;
- interactive with an opportunity for questions if possible;
- be considered for the possibility of being recorded to be used in future years;
- be in person or a live on line session to allow for higher quality interactions.

It is anticipated that in KS3 there will be between 2 and 7 hours of curriculum time outside of timetabled lessons used for each year group for employer engagement and careers activities, including Challenge Day. This will include activities such as Employer Roadshow events, National Careers Week activities, National Apprenticeship Week activities, Provider Roadshow (year 9). Each curriculum area can use as much time as fits with their curriculum plan for additional activity and it is encouraged that this should be at least 1 hour per year group.

In years 10 and 11 there will be up to 3 hours of curriculum time used for each year group for employer engagement and careers activities in addition to the calendared events such as work experience, college taster days and activities in timetabled lessons. This will include activities such as Employer Roadshow events, National Careers Week activities, National Apprenticeship Week activities, Provider Roadshow (year 10).

Each curriculum area can use as much time as fits with their curriculum plan for additional activity and it is encouraged that this should be at least 1 hour per year group.

Key to activities:

All year

Autumn Term

Spring Term

Summer Term

	<b>GB2 – Learning from career and labour market information</b> All pupils, parents and carers, teachers and staff who support pupils should have access to good quality, up to date information about future pathways, study options, and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.	<b>GB3 – Addressing the needs of each young person</b> Pupils have different career guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent..	<b>GB4 – Linking curriculum learning to careers</b> As part of the school’s programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of future career pathways.	<b>GB5 – Encounters with employers and employees</b> 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 opportunities including visiting speakers, mentoring and enterprise schemes and could include pupils’ own part-time employment where it exists..	<b>GB6 – Experiences of workplaces</b> Every student should have first-hand experiences of workplaces to help their exploration of career opportunities, and expand their networks.	<b>GB7 – Encounters with further and higher education</b> All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs) universities and in the workplace.	<b>GB8 – Personal Guidance</b> Every pupil should have opportunities for guidance meetings with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all students but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.
<b>Year 7</b>	School employs a Qualified Careers Leader/Careers Adviser. A Careers Adviser attends the Year 7 Parents evening. This may be the Careers Leader,	Access to independent and impartial careers advice and guidance by appointment/referral.  Students are able to ask for a copy of their careers activity record	Posters in all classrooms to link curriculum learning to careers. Additional displays in other areas of school such as on the careers noticeboard.	Employer/provider led activities as part of Challenge Day to give an employer perspective on the importance of employability skills.		SPARKS programme activities through the University of Hull coordinated by PEAs for the identified group.	Careers Adviser attends the Year 7 Parents evening. This may be the Careers Leader, who is a fully qualified Careers Adviser or a Careers

	<p>who is a fully qualified Careers Adviser or a Careers Adviser from GP Careers. Any pupil can access the Careers Leader at any point in school. In KS3 this is usually via the year team.</p> <p>Careers speaker sessions from local and national employers, training providers, apprenticeships, FE, HE, charities – at least ONE in year 7. The aim of these is to increase awareness of opportunities; raise awareness of employability skills and to support with challenging stereotypes.</p> <p>The Careers section in the resources area of Frog contains a wide range of information including LMI and Careers Information. Provision can be made in school for students who do not have IT access at home e.g. after school access.</p> <p>Access to the careers section in the library (books, FE/HE prospectuses, occupational literature)</p> <p>National Careers Week – speaker in assembly, staff encouraged to</p>	<p>from Compass+ from our Careers Leader. Careers Guidance Action Plans are emailed directly to the student by the Careers Adviser.</p> <p>Careers section in the resources area of Frog contains a wide range of information including LMI and Careers Information. Printed information is also available in the careers section of the school library.</p> <p>During career assemblies and activities, students are introduced to employers/employees from sectors they may have dismissed in order to challenge stereotypical career choices. Opportunities to take part in a wide range of extra-curricular activities to support personal development and to develop employability skills.</p> <p>PSHCE is differentiated by teachers and taught as a timetabled lesson.</p> <p>Fortnightly ECM meetings held to identify support needs to students including the need for careers guidance.</p>	<p>Additional resources displayed in STEM subject areas and regular discussions about the relevance of STEM subjects to a wide range of career paths.</p> <p>A range of resources are used to challenge stereotypes within these areas e.g. posters, WiME activities, WiME assemblies.</p> <p>A three year KS3 allows all students to experience a full range of STEM subjects before making option choices.</p> <p>Staff regularly talk about career routes linked to their subject areas.</p> <p>Staff are encouraged to talk about their own career journey – particularly in National Careers Week but also through the year.</p> <p>Visitors are encouraged to talk to students about their career journey e.g. National Careers Week assemblies, Challenge Day activities, Subject workshops.</p> <p>When available, roadshows such as those from BBC Bitesize and BAE are</p>	<p>Employer/provider led sessions in curriculum areas.</p> <p>National Careers Week Assembly.</p> <p>Enterprise Adviser activity in school.</p>			Adviser from GP Careers.
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	<p>talk to students about their careers journey.</p> <p>National Apprenticeship Week – staff encouraged to talk to students about apprenticeships linked to their subject area.</p> <p>Posters with local labour market trends are displayed in the PSHE classrooms and on the careers noticeboard.</p>	<p>On Challenge Day, arrangements are made to ensure that children with additional needs are able to access the activities.</p> <p>Stereotypes are constantly challenged in school through PSHE lessons, RE lessons and around the school. Specific events to breakdown stereotypes are also held in school or attended by students such as the WiME events.</p>	<p>booked to come into school.</p> <p>The FROG Careers section has information about a wide range of career areas. There are resources in the school library which link the curriculum to careers.</p>				
<b>Year 8</b>	<p>School employs a Qualified Careers Leader/Careers Adviser. A Careers Adviser attends the Year 8 Parents evening. This may be the Careers Leader, who is a fully qualified Careers Adviser or a Careers Adviser from GP Careers. Any pupil can access the Careers Leader at any point in school. In KS3 this is usually via the year team.</p> <p>Careers speaker sessions from local and national employers, training providers, apprenticeships, FE, HE, charities – at least ONE in year 8. The aim of these is to increase awareness of opportunities; raise</p>	<p>Access to independent and impartial careers advice and guidance by appointment/referral. A careers adviser attends parents evening.</p> <p>Students are able to ask for a copy of their careers activity record from Compass+ from our Careers Leader. Careers Guidance Action Plans are emailed directly to the student by the Careers Adviser.</p> <p>Careers section in the resources area of Frog contains a wide range of information including LMI and Careers Information. Printed information is also available in the</p>	<p>Posters in all classrooms to link curriculum learning to careers. Additional displays in other areas of school such as on the careers noticeboard.</p> <p>Additional resources displayed in STEM subject areas and regular discussions about the relevance of STEM subjects to a wide range of career paths.</p> <p>A range of resources are used to challenge stereotypes within these areas e.g. posters, WiME activities, WiME assemblies.</p> <p>A three year KS3 allows all students to</p>	<p>Employer/provider led activities as part of Challenge Day to give an employer perspective on the importance of employability skills.</p> <p>Employer/provider led sessions in curriculum areas.</p> <p>National Careers Week Assembly.</p> <p>Enterprise Adviser activity in school.</p>	<p>Visits to events such as WiME are arranged for students.</p>	<p>SPARKS programme activities through the University of Hull coordinated by PEAs for the identified group.</p>	<p>Careers Adviser attends the year 8 parents evening. This may be the Careers Leader, who is a fully qualified Careers Adviser or a Careers Adviser from GP Careers.</p> <p>1 to 1 appointments are requested through the year team.</p>

	<p>awareness of employability skills and to support with challenging stereotypes.</p> <p>Careers section in the resources area of Frog contains a wide range of information including LMI and Careers Information. Provision can be made in school for students who do not have IT access at home e.g. after school access.</p> <p>Access to the careers section in the library (books, FE/HE prospectuses, occupational literature)</p> <p>National Careers Week – speaker in assembly, staff encouraged to talk to students about their careers journey.</p> <p>National Apprenticeship Week – staff encouraged to talk to students about apprenticeships linked to their subject area.</p> <p>Access to Morrisby.com – career matching programme.</p> <p>Posters with local labour market trends are displayed in the PSHE classrooms and on the careers noticeboard.</p>	<p>careers section of the school library.</p> <p>During career assemblies and activities, students are introduced to employers/employees from sectors they may have dismissed in order to challenge stereotypical career choices.</p> <p>Opportunities to take part in a wide range of extra-curricular activities to support personal development and to develop employability skills.</p> <p>PSHCE is differentiated by teachers and taught as a timetabled lesson.</p> <p>Fortnightly ECM meetings held to identify support needs to students including the need for careers guidance.</p> <p>On Challenge Day, arrangements are made to ensure that children with additional needs are able to access the activities.</p> <p>Stereotypes are constantly challenged in school through PSHCE lessons, RE lessons and around the school. Specific events to breakdown stereotypes are also</p>	<p>experience a full range of STEM subjects before making option choices.</p> <p>Staff regularly talk about career routes linked to their subject areas.</p> <p>Staff are encouraged to talk about their own career journey – particularly in National Careers Week but also through the year.</p> <p>Visitors are encouraged to talk to students about their career journey e.g. National Careers Week assemblies, Challenge Day activities, Subject workshops.</p> <p>When available, roadshows such as those from BBC Bitesize and BAE are booked to come into school.</p> <p>The Challenge Day for Year 8 students often has a STEM focus.</p> <p>Over the past few years there has been a STEM club run through the DT department using LEGO resources.</p> <p>The FROG Careers section has information about a wide range of career areas. There are resources in the school</p>				
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		held in school or attended by students such as the WiME events.	library which link the curriculum to careers.				
<b>Year 9</b>	<p>School employs a Qualified Careers Leader/Careers Adviser. A Careers Adviser attends the Year 9 Information evening. This may be the Careers Leader, who is a fully qualified Careers Adviser or a Careers Adviser from GP Careers. Any pupil can access the Careers Leader at any point in school. In KS3 this is usually via the year team.</p> <p>Information is provided to students to support their choices of KS4 courses including through assemblies which outline the reasons for the curriculum offer taking into account local labour market information and opportunities for progression.</p> <p>A PSHE lesson around decision making to support with option choices and sources of information is delivered to all classes with support from a Careers Adviser.</p> <p>Careers Convention attended by a range of education providers,</p>	<p>Access to independent and impartial careers advice and guidance by appointment/referral. A careers adviser attends parents evening, the KS4 courses evening and the careers convention. Career Plans are provided to students following a one to one guidance interview. Where appropriate these are shared with other staff to allow for additional support to be given. EHCP reviews attended by Careers Leader and appropriate post 16 providers.</p> <p>Students are able to ask for a copy of their careers activity record from Compass+ from our Careers Leader. Careers Guidance Action Plans are emailed directly to the student by the Careers Adviser.</p> <p>A PSHE lesson around decision making to support with option choices and sources of information is delivered to all classes with support from a Careers Adviser.</p>	<p>Posters in all classrooms to link curriculum learning to careers. Additional displays in other areas of school such as on the careers noticeboard.</p> <p>Additional resources displayed in STEM subject areas and regular discussions about the relevance of STEM subjects to a wide range of career paths.</p> <p>A range of resources are used to challenge stereotypes within these areas e.g. posters, WiME activities, WiME assemblies.</p> <p>A three year KS3 allows all students to experience a full range of STEM subjects before making option choices.</p> <p>Staff regularly talk about career routes linked to their subject areas.</p> <p>Staff are encouraged to talk about their own career journey – particularly in National Careers Week but also through the year.</p>	<p>Employer/provider led activities as part of Challenge Day to give an employer perspective on the importance of employability skills.</p> <p>Employer/provider led sessions in curriculum areas.</p> <p>Careers Convention attended by a range of employers, education providers and training providers.</p> <p>Lunchtime talks delivered by a range of different providers.</p> <p>National Careers Week Assembly.</p> <p>Enterprise Adviser activity in school.</p> <p>1 to 1 mock interview with an employer as part of the Challenge Day.</p>		<p>Post 16 and post 18 providers attend the annual careers convention.</p> <p>Lunchtime talks are offered from a variety of post 16 and post 18 providers.</p> <p>Post 16 providers attend the KS4 Information evening.</p> <p>HOP (Humber Outreach Project) deliver sessions in school through PSHE lessons.</p> <p>SPARKS programme activities through the University of Hull coordinated by PEAs for the identified group.</p> <p>North Lincolnshire Careers Event attended by all year 9 students in curriculum time is attended by local providers who offer a range of opportunities including vocational and technical qualifications.</p>	<p>Careers Adviser attends the year 9 KS4 information evening. This may be the Careers Leader, who is a fully qualified Careers Adviser or a Careers Adviser from GP Careers.</p> <p>1 to 1 appointments are made for students who have an EHCP. 1 to 1 appointments are also requested through the year team.</p> <p>The year 9 careers questionnaire is also used to identify students who need guidance and appointments are then made for 1 to 1 appointments, or for small group appointments with other students with similar interests/aims</p> <p>1 to 1 appointments are made for students in the Study Hub or who are educated off site. These are arranged via the appropriate staff working with these students. (Autumn and/or Summer term as appropriate) .</p>



	<p>training providers and employers who are able to talk about trends in the local labour market and local opportunities.</p> <p>A series of lunchtime talks are available through the autumn and spring terms from employers, education providers and training providers. These cover career options, progression routes and trends within these areas.</p> <p>Careers speaker sessions from local and national employers, training providers, apprenticeships, FE, HE, charities – at least ONE in year 9. The aim of these is to increase awareness of opportunities; raise awareness of employability skills and to support with challenging stereotypes.</p> <p>Careers section in the resources area of Frog contains a wide range of information including LMI and Careers Information. Provision can be made in school for students who do not have IT access at home e.g. after school access.</p> <p>Access to the careers section in the library</p>	<p>Individual and small group guidance sessions for students identified through the year 9 questionnaire.</p> <p>Careers section in the resources area of Frog contains a wide range of information including LMI and Careers Information. Printed information is also available in the careers section of the school library.</p> <p>During career assemblies and activities, students are introduced to employers/employees from sectors they may have dismissed in order to challenge stereotypical career choices.</p> <p>Opportunities to take part in a wide range of extra-curricular activities to support personal development and to develop employability skills.</p> <p>PSHCE is differentiated by teachers and taught as a timetabled lesson.</p> <p>Fortnightly ECM meetings held to identify support needs to students including the need for careers guidance.</p> <p>On Challenge Day, arrangements are</p>	<p>Visitors are encouraged to talk to students about their career journey e.g. National Careers Week assemblies, Challenge Day activities, Subject workshops, Careers Convention.</p> <p>When available, roadshows such as those from BBC Bitesize and BAE are booked to come into school.</p> <p>Mock interviews with people from business as part of the Challenge Day offer an opportunity for the challenging of stereotypes, linking subject learning to career aims and the opportunity to have a one to one conversation with someone about routes into their industry. Wherever possible, students are interviewed by someone working in the career area they are interested in.</p> <p>Lunchtime talks cover a wide range of vocational areas and progression routes within these.</p> <p>The FROG Careers section has information about a wide range of career</p>				
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	<p>(books, FE/HE prospectuses, occupational literature)</p> <p>National Careers Week – speaker in assembly, staff encouraged to talk to students about their careers journey.</p> <p>National Apprenticeship Week – staff encouraged to talk to students about apprenticeships linked to their subject area.</p> <p>Access to Morrisby.com – career matching programme.</p> <p>Posters with local labour market trends are displayed in the PSHE classrooms and on the careers noticeboard.</p>	<p>made to ensure that children with additional needs are able to access the activities.</p> <p>Staff attend the careers convention with students who do not have parental support. These students are identified by Learning Coordinators on the basis of support and the need to access the event. These students are also provided with tea before the event begins.</p> <p>The careers convention is attended by a wide range of providers with something to meet the needs of all students.</p> <p>Stereotypes are constantly challenged in school through PSHCE lessons, RE lessons and around the school. Specific events to breakdown stereotypes are also held in school or attended by students such as the WiME events.</p> <p>Careers Roadshow event attended by local providers. Arrangements made to ensure access for all.</p>	<p>areas. There are resources in the school library which link the curriculum to careers.</p>				
<b>Year 10</b>	School employs a Qualified Careers Leader/Careers	Access to independent and impartial careers advice and guidance by	Posters in all classrooms to link curriculum learning to	Employer/provider led activities to give an employer perspective	Subject specific visits are arranged to employer's premises	Post 16 and post 18 providers attend the	Careers Adviser attends the year 10 parents evening. This

	<p>Adviser. A Careers Adviser attends the Year 10 Parents evening. This may be the Careers Leader, who is a fully qualified Careers Adviser or a Careers Adviser from GP Careers. Any pupil can access the Careers Leader at any point in school.</p> <p>Careers Convention attended by a range of education providers, training providers and employers who are able to talk about trends in the local labour market and local opportunities.</p> <p>A series of lunchtime talks are available through the autumn and spring terms from employers, education providers and training providers. These cover career options, progression routes and trends within these areas.</p> <p>Work experience preparation includes information provided to students either individually or in groups about local opportunities.</p> <p>Careers speaker sessions from local and national employers, training providers, apprenticeships, FE, HE, charities – at least</p>	<p>appointment/referral. A careers adviser attends parents evening and the careers convention.</p> <p>Career Plans are provided to students following a one to one guidance interview. Where appropriate these are shared with other staff to allow for additional support to be given.</p> <p>Students are able to ask for a copy of their careers activity record from Compass+ from our Careers Leader. Careers Guidance Action Plans are emailed directly to the student by the Careers Adviser.</p> <p>Careers section in the resources area of Frog contains a wide range of information including LMI and Careers Information. Printed information is also available in the careers section of the school library. During career assemblies and activities, students are introduced to employers/employees from sectors they may have dismissed in order to challenge stereotypical career choices.</p>	<p>careers. Additional displays in other areas of school such as on the careers noticeboard.</p> <p>Additional resources displayed in STEM subject areas and regular discussions about the relevance of STEM subjects to a wide range of career paths.</p> <p>A range of resources are used to challenge stereotypes within these areas e.g. posters, WiME activities, WiME assemblies.</p> <p>Staff regularly talk about career routes linked to their subject areas.</p> <p>Staff are encouraged to talk about their own career journey – particularly in National Careers Week but also through the year.</p> <p>Visitors are encouraged to talk to students about their career journey e.g. National Careers Week assemblies, Challenge Day activities, Subject workshops, Careers Convention.</p> <p>Lunchtime talks cover a wide range of vocational areas and</p>	<p>on the importance of employability skills.</p> <p>Employer/provider led sessions in curriculum areas.</p> <p>Careers Convention attended by a range of employers, education providers and training providers.</p> <p>Lunchtime talks delivered by a range of different providers.</p> <p>National Careers Week Assembly.</p> <p>Enterprise Adviser activity in school.</p> <p>Work experience placements are offered to all year 10 students.</p> <p>Inspirational speakers are invited to 'Nightclub' to talk to students about a range of topics including their journey, challenges, employability skills and resilience.</p>	<p>to support the curriculum.</p> <p>All students are offered the opportunity to undertake a one week work experience placement. Additional support is given to students who may find it more difficult to access work experience.</p> <p>Bespoke placements are arranged for students with additional needs.</p> <p>Virtual work experience opportunities are advertised on Frog.</p>	<p>annual careers convention.</p> <p>Lunchtime talks are offered from a variety of post 16 and post 18 providers.</p> <p>All year 10 students attend taster days at both local colleges.</p> <p>Post 16 providers attend the year 10 parents evening. HOP (Humber Outreach Project) deliver sessions in school through PSHCE lessons.</p> <p>SPARKS programme activities through the University of Hull coordinated by PEAs for the identified group.</p>	<p>may be the Careers Leader, who is a fully qualified Careers Adviser or a Careers Adviser from GP Careers.</p> <p>1 to 1 appointments are made for students who have an EHCP.</p> <p>1 to 1 appointments are also requested through the year team early in year 10.</p> <p>From Easter of year 10, appointments are made for as many year 10 students as possible to discuss their ideas/start to plan for the end of year 11.</p> <p>1 to 1 appointments are made for students in the Study Hub or who are educated off site. These are arranged via the appropriate staff working with these students. (Autumn and/or Summer term as appropriate)</p>
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	<p>ONE in year 10. The aim of these is to increase awareness of opportunities; raise awareness of employability skills and to support with challenging stereotypes.</p> <p>Careers section in the resources area of Frog contains a wide range of information including LMI and Careers Information. Provision can be made in school for students who do not have IT access at home e.g. after school access.</p> <p>Access to the careers section in the library (books, FE/HE prospectuses, occupational literature)</p> <p>National Careers Week – speaker in assembly, staff encouraged to talk to students about their careers journey.</p> <p>National Apprenticeship Week – staff encouraged to talk to students about apprenticeships linked to their subject area.</p> <p>Access to Morrisby.com – career matching programme.</p> <p>Posters with local labour market trends are displayed in the</p>	<p>Opportunities to take part in a wide range of extra-curricular activities to support personal development and to develop employability skills.</p> <p>PSHCE is differentiated by teachers and taught as a timetabled lesson.</p> <p>Fortnightly ECM meetings held to identify support needs to students including the need for careers guidance.</p> <p>EHCP reviews attended by Careers Leader and appropriate post 16 providers.</p> <p>Work experience paperwork is supplied in a variety of colours and font sizes to meet the accessibility needs of students.</p> <p>A large number of work experience placements are sourced for all students to apply for. Additional support is provided to students who need help with making an application or with finding their own self canvassed placements for work experience. All PUP students have a conversation with the Careers Leader about this. Other students requiring support are identified through a</p>	<p>progression routes within these.</p> <p>All year 10 students are offered the opportunity to participate in a one week work experience placement. The vast majority of students apply for a placement from a list to which there is equal access although there is also the option to source a placement of their own.</p> <p>The FROG Careers section has information about a wide range of career areas. There are resources in the school library which link the curriculum to careers.</p>				
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	<p>PSHE classrooms and on the careers noticeboard.</p>	<p>questionnaire completed by all year 10 students.</p> <p>Bespoke work experience placements are arranged for students with additional needs.</p> <p>Support may be provided with travel costs and food costs for work experience as needed.</p> <p>Potential NEETs are identified towards the end of year 10 to ensure that additional support can be put in place to help towards a positive transition from year 11.</p> <p>Staff attend the careers convention with students who do not have parental support. These students are identified by Learning Coordinators on the basis of support and the need to access the event. These students are also provided with tea before the event begins.</p> <p>The careers convention is attended by a wide range of providers with something to meet the needs of all students.</p> <p>Stereotypes are constantly challenged in school through</p>					
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		<p>PSHCE lessons, RE lessons and around the school. Specific events to breakdown stereotypes are also held in school or attended by students such as the WiME events.</p> <p>Careers Roadshow event attended by local providers.</p> <p>Arrangements made to ensure access for all.</p>					
<b>Year 11</b>	<p>School employs a Qualified Careers Leader/Careers Adviser. A Careers Adviser attends the Year 11 Parents evening. This may be the Careers Leader, who is a fully qualified Careers Adviser or a Careers Adviser from GP Careers. Any pupil can access the Careers Leader at any point in school.</p> <p>Careers Convention attended by a range of education providers, training providers and employers who are able to talk about trends in the local labour market and local opportunities.</p> <p>A series of lunchtime talks are available through the autumn and spring terms from employers, education providers and training providers. These cover career options,</p>	<p>Access to independent and impartial careers advice and guidance by appointment/referral.</p> <p>A careers adviser attends parents evening and the careers convention.</p> <p>Career Plans are provided to students following a one to one guidance interview. Where appropriate these are shared with other staff to allow for additional support to be given.</p> <p>Students are able to ask for a copy of their careers activity record from Compass+ from our Careers Leader. Careers Guidance Action Plans are emailed directly to the student by the Careers Adviser.</p> <p>EHCP reviews attended by Careers Leader and</p>	<p>Posters in all classrooms to link curriculum learning to careers. Additional displays in other areas of school such as the careers noticeboard. Additional resources displayed in STEM subject areas and regular discussions about the relevance of STEM subjects to a wide range of career paths.</p> <p>A range of resources are used to challenge stereotypes within these areas e.g. posters, WiME activities, WiME assemblies.</p> <p>Staff regularly talk about career routes linked to their subject areas.</p> <p>Staff are encouraged to talk about their own career journey – particularly in National</p>	<p>Employer/provider led activities to give an employer perspective on the importance of employability skills.</p> <p>Employer/provider led sessions in curriculum areas.</p> <p>Careers Convention attended by a range of employers, education providers and training providers.</p> <p>Lunchtime talks delivered by a range of different providers.</p> <p>National Careers Week Assembly.</p> <p>Enterprise Adviser activity in school.</p> <p>Inspirational speakers are invited to 'Nightclub' to talk to students about a range of topics including their journey, challenges,</p>	<p>Subject specific visits are arranged to employer's premises to support the curriculum.</p> <p>Virtual work experience opportunities are advertised on Frog.</p>	<p>Post 16 and post 18 providers attend the annual careers convention.</p> <p>Curriculum time/tutor time session with smaller local providers which all students are expected to attend.</p> <p>Lunchtime talks are offered from a variety of post 16 and post 18 providers.</p> <p>Both local colleges and an apprenticeship provider deliver assemblies to year 11 students.</p> <p>Open event information is shared on the careers noticeboard, in form rooms and on the careers Facebook page.</p> <p>Post 16 providers attend the year 11 parents evening.</p>	<p>Careers Adviser attends the year 11 parents evening. This may be the Careers Leader, who is a fully qualified Careers Adviser or a Careers Adviser from GP Careers.</p> <p>1 to 1 appointments are made for students who have an EHCP or ILP as a priority.</p> <p>1 to 1 appointments are requested through the year team.</p> <p>The aim is for all students to have a careers interview in either year 10 or 11 or both.</p> <p>1 to 1 appointments are made for students in the Study Hub or who are educated off site. These are arranged via the appropriate staff working with these students. (Autumn</p>

	<p>progression routes and trends within these areas.</p> <p>Career speaker sessions from local and national employers, training providers, apprenticeships, FE, HE, charities – at least ONE in year 11. The aim of these is to increase awareness of opportunities; raise awareness of employability skills and to support with challenging stereotypes.</p> <p>Careers section in the resources area of Frog contains a wide range of information including LMI and Careers Information. Provision can be made in school for students who do not have IT access at home e.g. after school access.</p> <p>Access to the careers section in the library (books, FE/HE prospectuses, occupational literature)</p> <p>National Careers Week – speaker in assembly, staff encouraged to talk to students about their careers journey.</p> <p>National Apprenticeship Week – staff encouraged to talk to students about</p>	<p>appropriate post 16 providers.</p> <p>One hour PSHCE lesson delivered to every group to explore all post 16 options and next steps needed with the support of a Careers Adviser.</p> <p>Assemblies delivered to students by the two biggest local colleges and also about apprenticeships.</p> <p>Lunchtime careers sessions from smaller providers.</p> <p>Careers section in the resources area of Frog contains a wide range of information including LMI and Careers Information. Printed information is also available in the careers section of the school library. During career assemblies and activities, students are introduced to employers/employees from sectors they may have dismissed in order to challenge stereotypical career choices.</p> <p>Opportunities to take part in a wide range of extra-curricular activities to support personal development and to develop employability skills.</p>	<p>Careers Week but also through the year.</p> <p>Visitors are encouraged to talk to students about their career journey e.g. National Careers Week assemblies, Challenge Day activities, Subject workshops, Careers Convention.</p> <p>Lunchtime talks cover a wide range of vocational areas and progression routes within these.</p> <p>The FROG Careers section has information about a wide range of career areas. There are resources in the school library which link the curriculum to careers.</p>	<p>employability skills and resilience.</p>		<p>Year 11 students have the opportunity for 1 to 1 conversations with a member of staff from North Lindsey College and/or John Leggott College. 1 to 1 appointments with other providers can also be arranged.</p> <p>HOP (Humber Outreach Project) deliver sessions in school through PSHCE lessons.</p> <p>SPARKS programme activities through the University of Hull coordinated by PEAs for the identified group.</p> <p>Careers Roadshow event held in school time is attended by local providers who offer a range of opportunities including vocational and technical qualifications. Open to any year 11 student who wishes to visit.</p>	<p>and/or Summer term as appropriate)</p>
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	<p>apprenticeships linked to their subject area.</p> <p>Careers Roadshow event attended by local providers who are able to talk to students about trends in the local labour market and local opportunities.</p> <p>Access to Morrisby.com – career matching programme.</p> <p>Posters with local labour market trends are displayed in the PSHE classrooms and on the careers noticeboard.</p>	<p>PSHCE is differentiated by teachers and taught as a timetabled lesson.</p> <p>Fortnightly ECM meetings held to identify support needs to students including the need for careers guidance.</p> <p>A list of students who are potential NEETs is reviewed throughout the year to ensure that additional support is in place to help towards a positive transition from year 11. This involves SLT, year team, Careers Leader and parents working with the student.</p> <p>Year 11 applications for college and apprenticeships are completed in PSHCE lessons, with support from teachers, Careers Leader, Careers Adviser and representatives of the local colleges. Students who miss these sessions are offered a follow up lunchtime session and/or individual application support.</p> <p>Support via telephone, email or visit as appropriate for students who are absent, in the Study Hub or in another off site provision.</p>					
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		<p>An application panel meeting is help to look at all applications and to share information with providers to support a successful transition.</p> <p>Additional transition visits are arranged for students who need them, in particular those who have an EHCP, ILP or other support needs.</p> <p>Staff attend the careers convention with students who do not have parental support. These students are identified by Learning Coordinators on the basis of support and the need to access the event. These students are also provided with tea before the event begins.</p> <p>The careers convention is attended by a wide range of providers with something to meet the needs of all students.</p> <p>Stereotypes are constantly challenged in school through PSHCE lessons, RE lessons and around the school. Specific events to breakdown stereotypes are also held in school or attended by students such as the WiME events.</p>					
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<b>Parents/Carers</b>	<p>Careers section in the resources area of Frog contains a wide range of information including LMI and Careers Information.</p> <p>Parents/carers are encouraged to attend the Careers Convention with their child.</p> <p>KS4 information evening includes the opportunity to speak with subject teachers, careers advisers and local post-16 providers as well as a presentation on the reasons for curriculum choices taking into account statutory requirements, local labour market information and progression. CEIAG staff are available at parents evenings and the careers convention.</p>	<p>Parents/carers are invited to attend parents evenings, the KS4 information evening and careers convention to explore career options with their child.</p> <p>Parents receive a variety of information at different stages such as about KS4 choices, work experience preparation, post 16 choices and open events. This information is shared through emails, newsletters and the careers Facebook page.</p> <p>Where students do not engage with the careers programme e.g. applications, options etc., parents are contacted and arrangements are made for bespoke interactions.</p>	<p>The FROG Careers section has information about a wide range of career areas.</p> <p>Parents are invited to attend parents evenings, the KS4 information evening and careers convention to explore career options with their child.</p>	<p>Parents/Carers are encouraged to attend the Careers Convention with their child.</p> <p>Information is shared with parents about the work experience programme and the process for self-canvassed placements.</p>		<p>Parents/Carers are encouraged to attend the Careers Convention, KS4 information evening and parents evenings with their child.</p> <p>Parents are emailed with information about open events. This information is also available on the careers Facebook page.</p>	<p>Parents/Carers can request a careers appointment for their child by emailing the Careers Leader.</p>
<b>Employers/Other providers</b>	<p>A range of providers attend the annual careers convention (employers, education providers, training providers etc.). This event is included on the calendar on the school website.</p> <p>A range of providers attend the annual careers roadshow. This event is held in school time and is an opportunity for students to learn more</p>	<p>Information on activity in school is shared with employers through the careers Facebook page, emails and individual contact with organisations.</p>	<p>Employers and other providers are invited into school for a range of activities e.g. Careers Convention, Challenge Day, Lunchtime talks, National Careers Week assemblies.</p> <p>Interaction with employers helps students to see links between the curriculum and the world of work.</p>	<p>Employers and other providers are invited into school for a range of activities e.g. Careers Convention, Challenge Day, Lunchtime talks, National Careers Week assemblies.</p> <p>Visits are arranged by departments to link specific areas of the curriculum to the world of work.</p>	<p>We work with a large number of employers throughout the year in a variety of ways. We always welcome new opportunities.</p>	<p>A wide range of Post 16 and Post 18 providers attend activities in school. New speakers and providers are always welcome. These activities include the careers convention, careers roadshow and challenge day.</p>	

	<p>about all possible pathways including technical and vocational options. This event is included on the calendar on the school website.</p> <p>A range of providers attend the summer Challenge Day to support students with the development of their employability skills.</p>		<p>Visits are arranged by departments to link specific areas of the curriculum to the world of work.</p>				
<b>Other Information</b>		<p>Destination data is collected for students for 3 years after they leave Frederick Gough School. This information is used to track trends, identify areas for development in the careers programme and support the development of our alumni network.</p> <p>Alumni stories are shared with staff students. There is a plan to develop the alumni network over the next few years.</p>	<p>A cross curricular audit is completed every 2 years to look at how careers is embedded within subject areas and for training to be arranged as identified from this.</p> <p>We have an IAG working group made up of staff from all curriculum areas to raise the profile of careers across subjects and also to support the development of the careers programme.</p>	<p>We are always looking to broaden the range of employers we work with and any contact from employers is very welcome.</p>	<p>This area could be further developed lower down the school through conversation about the range of jobs and careers within a workplace when a visit is undertaken e.g. History visit to Lincoln Castle could talk about guides, retail, catering, stonemasons etc.</p>	<p>Developing the alumni network will help to support students with recognising the range of options and routes available to them.</p>	<p>Staff training takes place as needed. New staff have an introduction to careers within the school as part of the induction programme. The Careers Leader works closely with other staff in school e.g. SLT, SEN manager, inclusion manager, social worker to ensure that the needs of students are met.</p>