



## Arena Academy's Career Education Information and Guidance Programme 2021 - 2022

- To provide an enjoyable, creative, and challenging education that inspires every child to equip themselves with the keys to open doors to either University, an Apprenticeship or Employment.
- *We believe that effective careers education, information, advice and guidance not only contributes to the well-being of individuals but also to the well-being of their families, the communities to which they belong, wider society, businesses and the economy.*
- *Arena Academy believes that every student should be given equal, meaningful opportunities to experience a range of interventions to support their future decisions. Through our careers programme, we aim for all of our students to be instilled with the confidence and knowledge to support them in making decisive, fully informed decisions about their future career pathways, including understanding all of their post 16 and post 18 options. This awareness will enable them to discover opportunities to pursue a route that best suits their unique abilities, developing skills and career aspirations.*

## Key Documents that Inform our Career Education



**The Government's Careers Strategy** is focused on improving *social mobility*.

The aim of the strategy is to create a thriving careers system – accessible to all – which breaks down the barriers to progress that too many students in the UK still face, depriving them of the ability to reach their full potential.



A successful career guidance programme will be *reflected in higher numbers of students progressing to positive destinations* such as apprenticeships, technical routes, school sixth forms, sixth form colleges, further education colleges, universities or employment. **Destination measures provide clear and comparable information on the success of schools** in helping all of their students take qualifications that offer them the best opportunity to continue in education or training.



### WHY GATSBY BENCHMARKS ARE IMPORTANT:

The Gatsby Benchmarks have a key role in:

- Raising young people's aspirations and promoting access to all career pathways
- Enabling all young people to develop the skills and outlook they need to achieve career wellbeing, including adaptability and resilience
- Underpinning the Department for Education guidance to schools on meeting their statutory responsibility for careers guidance.

*They are referenced heavily by the Careers Strategy and will become a framework for judging a school careers programme.*

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Year Group Theme & Key Focus	Objectives: What will students experience through curriculum, personal development, PSHE and other means?	Measurable Outcomes: How will we evidence the impact of Careers Education?	Gatsby Benchmarks
<p style="text-align: center;"><b>Year 7</b></p> <p style="text-align: center;"><b>Exploring Opportunities</b></p>	<p style="text-align: center;"><b>To inspire students' aspirations by exploring a range of careers and pathways</b></p> <ul style="list-style-type: none"> <li>• <b>To understand the importance of key skills:</b> Introduction to what key skills for employability are, their importance linked to the world of work &amp; know which ones they are developing (SkillsBuilder)</li> <li>• <b>To support the ability to make future informed choices:</b> Meaningful encounters with educational providers of all levels and employers &amp; employees.</li> <li>• <b>To develop an understanding of a range of careers:</b> To carry out half-termly task of independent research of 3 careers; to include key information.</li> <li>• <b>To develop an understanding of own personal profile and to understand how this can support their career choice:</b> All students to register with Start Profile and complete the profile assessments</li> </ul>	<p><b>By the end of year 7, there will be evidence of:</b></p> <ul style="list-style-type: none"> <li>• All students producing a termly personal statement, clearly showing an understanding of the level of skills they have developed.</li> <li>• Written experience evaluations for each opportunity. These will be analysed to inform future encounters.</li> <li>• Research evidence of at least 18 different jobs. Students will be asked to evaluate their findings and to show which jobs match their skills &amp; strengths.</li> <li>• All students being registered with Start Profile and completed personal profile. Students will have completed required activities on Start &amp; stored in their virtual locker</li> </ul>	<p>1, 2, 3, 4, 5, 7</p>
	<p><b>In addition to above:</b></p>	<p><b>Key websites to be shared with students via Teams / email / parent newsletter</b></p>	

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<p style="text-align: center;"><b>Year 8</b></p> <p><b>Broadening Horizons</b></p>	<p>To support the knowledge development of key information to support informed choices.</p> <ul style="list-style-type: none"> <li>• <b>To understand the post 16 qualification framework:</b> Introduction to qualifications at post 16 and their importance</li> <li>• <b>To understand what post 18 options are available.</b></li> <li>• <b>To develop an understanding of labour market information (LMI);</b> what it means, how it can support them in the future.</li> <li>• <b>Who works there?</b> To develop knowledge of the different types of jobs and levels there are within organisations.</li> <li>• <b>To develop an understanding</b> of the link between subject learning and the world of work</li> </ul>	<p><b>By the end of year 8, there will be evidence of:</b></p> <ul style="list-style-type: none"> <li>• Students being able to identify the options available at the end of year 11 and the grades needed for each. This will be in the form of an initial career plan</li> <li>• Students are able to identify post 18 opportunities and to show some understanding how these can be achieved.</li> <li>• Students are able to give a short explanation as to how knowledge of LMI can support them in their future choices.</li> <li>• Students are able to identify job roles within an organisation and understand that some roles can be carried out across job sectors.</li> <li>• Students are able to identify knowledge and skills developed through subjects and the links to the world of work</li> </ul>	<p>1, 2, 3, 4, 5, 7</p>
	<p><b>In addition to above:</b></p> <ul style="list-style-type: none"> <li>• <b>Continuation of termly personal statement</b></li> <li>• <b>Continuation of career research task</b></li> <li>• <b>Continuation of using Start Profile to research &amp; record findings</b></li> <li>• <b>Meaningful encounters with FE / HE providers and representatives from the world of work and alumni</b></li> </ul>	<p><b>Key websites to be shared with students via Teams / email / parent newsletter</b></p>	

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<b>Year 9</b>  <b>Pathways</b>	<p><b>To inspire students' aspirations by exploring how post 14 options can support their future choices.</b></p> <ul style="list-style-type: none"> <li>● <b>To develop knowledge</b> of post 14 options by subject areas providing appropriate information to allow for informed decisions (including career ideas)</li> <li>● <b>To write an informed 'Future Me' action plan</b> to support their career pathway.</li> <li>● <b>To develop an awareness of self:</b> <ul style="list-style-type: none"> <li>- Social media profile</li> <li>- CV – initial draft</li> <li>- Evidence of personal strengths &amp; weaknesses</li> </ul> </li> <li>● <b>To research and compare post 16 providers.</b></li> </ul>	<p><b>By the end of year 9, there will be evidence of:</b></p> <ul style="list-style-type: none"> <li>● Students being able to explain: why they have chosen their subjects; what post 16 /18 options they could lead onto; ideas of some potential careers / job sectors</li> <li>● Students are able to write an achievable, clear action plan.</li> <li>● Students understand what a CV is and should contain.</li> <li>● Students understand the importance of a 'good' social media profile.</li> <li>● Students understand the importance of knowing what their own strengths and weaknesses are</li> <li>● The knowledge to state why they would or would not apply to a certain post 16 provider</li> </ul>	1, 2, 3, 4, 5, 7
	<p><b>In addition to above:</b></p> <ul style="list-style-type: none"> <li>● Continuation of termly personal statement – 'Employment self'</li> <li>● Continuation of career research task – jobs of the future</li> <li>● Continuation of using Start Profile to research &amp; record findings.</li> <li>● Meaningful encounters with FE / HE providers and representatives from the world of work and alumni</li> <li>● Linking careers to curriculum</li> </ul>	<p><b>Key websites to be shared with students via Teams / email / parent newsletter</b></p>	

Year Group Theme & Key Focus	Objectives: What will students experience through curriculum, personal development, PSHE and other means?	Measurable Outcomes: How will we evidence the impact of Careers Education?	Gatsby Benchmarks
<p><b>Year 10</b></p> <p><b>Step Up / Stand Out</b></p>	<p><b>Preparation and readiness for work experience / world of work week</b></p> <ul style="list-style-type: none"> <li>• All students to experience exposure to representatives from the world of work either within school or at the organization.</li> <li>• All students to take part in a mock interview with representatives from the world of work with evidence of receiving feedback on key strengths and areas of improvement.</li> <li>• All students to have opportunities of presentations from HE / FE providers (where possible, visits to them) to support informed choices.</li> <li>• All students to have a clear idea of their top 2 post 16 providers they wish to apply to in year 11.</li> <li>• All students to meet with career advisor for an initial personal post 16 guidance meeting.</li> <li>• All students to develop an understanding of alternatives to paid work such as volunteering opportunities</li> </ul>	<p><b>By the end of year 10, there will be evidence of:</b></p> <ul style="list-style-type: none"> <li>• Student, staff, provider, parent evaluations of opportunities</li> <li>• Student, staff &amp; provider evaluations, and feedback</li> <li>• Student, staff, provider, parent evaluations of opportunities</li> <li>• Students able to give informed reasons why they have chosen these providers.</li> <li>• Students will have individual action plans that include SMART targets. Evaluation gained from students &amp; parents.</li> <li>• Students can confidently explain the benefits of volunteering and know where to look for opportunities</li> </ul>	<p>1,2,3,4,5,6,7,8</p>
	<p><b>In addition to above:</b></p> <ul style="list-style-type: none"> <li>• Continuation of termly personal statement</li> <li>• Continuation of career research task – pathways to careers that they would like to do.</li> <li>• Continuation of using Start Profile to research &amp; record findings.</li> <li>• Meaningful encounters with FE / HE providers and representatives from the world of work and alumni</li> <li>• Linking careers to curriculum</li> </ul>	<p><b>Key websites to be shared with students via Teams / email / parent newsletter</b></p>	

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<p style="text-align: center;"><b>Year 11</b></p> <p><b>Opening Doors</b></p>	<p><b>To reinforce the value of understanding own skills and qualities in preparation and readiness for post 16 and beyond</b></p> <ul style="list-style-type: none"> <li>• All students to understand what should be included in a fully functional personal statement.</li> <li>• Identified/ vulnerable students to have taken part in an additional post 16 interview &amp; additional support re transition.</li> <li>• All students to have identified their first choice of post 16 provider and applied, along with at least 2 back-up applications.</li> <li>• All students to have taken part in their post 16 provider interviews and have accepted all offers</li> <li>• All students to have an updated career plan, identifying their post 18 steps</li> </ul>	<p><b>By the end of year 11, there will be evidence of:</b></p> <ul style="list-style-type: none"> <li>• Students confidently creating an effective, accurate personal statement, which will include their skills &amp; strengths.</li> <li>• Identified / vulnerable students will have been successful in securing a needs suitable post 16 placement.</li> <li>• Data collection to show all applications made and analysed to ensure that the right post 16 / level of courses is suitable.</li> <li>• Analysis of post 16 applications made to assess suitability so as to avoid potential NEETs.</li> <li>• Students to have a printed updated career plan, within their record of achievement folder</li> </ul>	<p>1,2,3,4,5,7,8</p>
	<p><b>In addition to above:</b></p> <ul style="list-style-type: none"> <li>• Continuation of career research task – linking post 16 / 18 learning to the World of work</li> <li>• Meaningful encounters with FE / HE providers and representatives from the world of work and alumni</li> <li>• Linking careers to curriculum</li> </ul>	<p><b>Key websites to be shared with students via Teams / email / parent newsletter</b></p>	

**In addition, assemblies, form time and PSHE lessons will regularly involve CEIAG-related content including:**

Individual careers research using regularly updated websites that ensure for the most up to date labour market information - Start Profile & National Career Service

Talks / workshops / visits to & from industries & professionals in various industries

Presentations from employers, FE / HE / training providers and apprenticeship providers

Employability skills development

Application processes including CV writing, interview techniques, and a range of applications.

After school sign-up sessions – different areas of careers

In addition, certain students from particularly disadvantaged backgrounds will be invited to take part in targeted workshops and programmes offered by external partners.

<b>Year Group &amp; Focus</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 7</b> Exploring Opportunities	<ul style="list-style-type: none"> <li>- Opportunity Day</li> <li>- Independent careers research using Start &amp; Nat Career Service</li> <li>- FE speakers / opportunities</li> <li>- SkillsBuilder</li> </ul>	<ul style="list-style-type: none"> <li>- Opportunity Day</li> <li>- Independent careers research using Start &amp; Nat Career Service</li> <li>- HE speakers</li> <li>- National Careers Week</li> <li>- SkillsBuilder</li> </ul>	<ul style="list-style-type: none"> <li>- Opportunity Day</li> <li>- Independent careers research using Start &amp; Nat Career Service</li> <li>- Employer speakers</li> <li>- SkillsBuilder</li> <li>- Speakers from FE</li> </ul>
<b>Year 8</b> Broadening Horizons	<ul style="list-style-type: none"> <li>- Opportunity Day</li> <li>- Independent careers research using Start &amp; Nat Career Service</li> <li>- FE speakers / opportunities</li> <li>- Work experience (at school)</li> </ul>	<ul style="list-style-type: none"> <li>- Opportunity Day</li> <li>- Independent careers research using Start &amp; Nat Career Service</li> <li>- HE visit</li> <li>- National Careers Week</li> <li>- Work experience (at school)</li> <li>- Pathway to Healthcare (Aston Uni)</li> </ul>	<ul style="list-style-type: none"> <li>- Opportunity Day</li> <li>- Independent careers research using Start &amp; Nat Career Service</li> <li>- Employer speakers</li> <li>- Work experience (at school)</li> </ul>
<b>Year 9</b> Pathways	<ul style="list-style-type: none"> <li>- Opportunity Day</li> <li>- Independent careers research using Start &amp; Nat Career Service</li> </ul>	<ul style="list-style-type: none"> <li>- Opportunity Day</li> <li>- Independent careers research using Start &amp; Nat Career Service</li> <li>- National Careers Week</li> </ul>	<ul style="list-style-type: none"> <li>- Opportunity Day</li> <li>- Independent careers research using Start &amp; Nat Career Service</li> </ul>



	<ul style="list-style-type: none"> <li>- Employer/ employee visits in school &amp; to workplaces</li> <li>- Pathways assemblies</li> <li>- Pathways curriculum content</li> <li>- FE speakers / opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- Speakers from FE</li> <li>- Apprenticeship Event</li> <li>- Pathways evening</li> <li>- National Careers Week</li> <li>- Pathway to Healthcare (Aston Uni)</li> </ul>	
<b>Year 10</b> Step Up / Stand Out	<ul style="list-style-type: none"> <li>- Opportunity Day</li> <li>- FE visit</li> <li>- SkillsBuilder – LAC / SEND</li> </ul>	<ul style="list-style-type: none"> <li>- Opportunity Day</li> <li>- National Careers Week</li> <li>- SkillsBuilder – LAC / SEND</li> <li>- HE visit / opportunities</li> <li>- Pathway to Healthcare (Aston Uni)</li> </ul>	<ul style="list-style-type: none"> <li>- Opportunity Day</li> <li>- 1:1 guidance</li> <li>- Mock Interview Day</li> <li>- Experience of work week</li> <li>- SkillsBuilder – LAC / SEND</li> <li>- Pathway to Healthcare (Aston Uni)</li> </ul>
<b>Year 11</b> Opening Doors	<ul style="list-style-type: none"> <li>- Opportunity Day</li> <li>- Post 16 preparation day</li> <li>- 1:1 guidance – identified students</li> <li>- Personal statement workshops</li> <li>- Visit to FE provider (College 6<sup>th</sup> form) for at risk students</li> <li>- SkillsBuilder – LAC / SEND</li> <li>- NCS</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Results Day, featuring careers guidance and representatives from FE providers</li> </ul>

**To add:**

National Apprenticeship Week

National Skills Day

STEM week