



## **Careers Strategy**

All students at Chellaston Academy will achieve their true potential whilst being fully prepared for their transition into the next stage of life.

### **Intent**

The intent of our Careers Curriculum at Chellaston Academy is to provide a broad careers programme where all students are provided with the opportunity to prepare for their transition into the evolutionary world of work. Students will experience a range of encounters which will include encounter of workplaces, and employers, an insight into further and higher education establishments and opportunities for personal guidance.

### **Implementation**

All students in Year 7-11 receive careers education that is delivered through PSHCE, form time, assemblies and employer engagement. In Year 11 students receive 30 minutes of careers education each week and in Sixth Form, students receive one hour per fortnight.

In addition, we will ensure students in each year groups have at least one meaningful encounter with industry, fulfil the updated provider access agreement and will cover the following areas to deliver a fully comprehensive careers programme across the academy including.

- Curriculum areas
- Heads of Year support
- Options Evenings
- SEND Support
- PSHCE time
- Assemblies
- Whole school Careers time
- Careers Interviews
- Students support



Area - Curriculum	Actions	Staff Responsible	Impact Measures
<ul style="list-style-type: none"> <li>To have a long-term plan that is clearly mapped to careers</li> </ul>	<ul style="list-style-type: none"> <li>To QA all LTP to ensure its mapped to careers</li> <li>To update all LTP where careers is not mapped</li> <li>All teachers to understand what is meant by careers</li> <li>To have department &amp; classroom displays that make reference to careers</li> <li>Subjects make links between the skills taught in the classroom and the skills needed for life.</li> <li>To have a subject related visitor/workshop for each year group once a year</li> <li>To establish links with alumni from their subject area</li> <li>Each curriculum area to have a careers champion</li> </ul>	SHD	<ul style="list-style-type: none"> <li>QA and Students voice will show evidence of careers embedded into curriculum</li> <li>Learning walk will show careers embedded into everyday teaching</li> <li>Staff voice will demonstrate understanding of careers</li> <li>Learning walks will show evidence of displays</li> <li>Links are being made between subject content and employability skills and skills for life</li> <li>Subject visits embedded into careers calendar for each year</li> <li>Through employer engagement greater understanding if subjects linked to careers. No NEET students</li> </ul>
<ul style="list-style-type: none"> <li>Options</li> </ul>	<ul style="list-style-type: none"> <li>To ensure students at Year 9, 11 and 12 are guided through their option choices</li> </ul>	HOY DHOY SHD SLT	<ul style="list-style-type: none"> <li>Students understand the importance of Eng and Maths</li> </ul>



	<ul style="list-style-type: none"> <li>To ensure these options enable them to make effective choices at the next two decision milestone</li> <li>To ensure students know the importance of English and Maths</li> <li>To ensure clear lines of progressions for all students.</li> <li>To ensure students who leave us have a clear idea of progression routes</li> </ul>		<ul style="list-style-type: none"> <li>Students receive guided options</li> <li>Reduction in subject changes in Year 10 and Year 12</li> <li>Students' choices at Post 16 will ensure clear lines of progression in all settings</li> </ul>
<ul style="list-style-type: none"> <li>PSHCE</li> </ul>	<ul style="list-style-type: none"> <li>Careers to embedded programme</li> <li>To ensure the careers programme is fit for purpose and links to CDI framework</li> <li>To ensure students have a careers journey which is built upon each year</li> <li>Careers is mapped into form time programme</li> <li>To ensure a job of the week is provided to form each week to show during form time</li> </ul>	SHD JNE	<ul style="list-style-type: none"> <li>PSHE QA will demonstrate that careers in embedded into PSHCE</li> <li>Form Time QA will demonstrate carers is embedded</li> <li>Student voice will demonstrate embedded</li> <li>Staff voice will support embedded</li> <li>Job if the week inspires conversations within classrooms</li> </ul>
<b>Students</b>	<b>Action</b>	<b>Staff</b>	<b>Impact</b>
Careers Provision for Students	<ul style="list-style-type: none"> <li>Students in each year group will receive at least one</li> </ul>	SHD Yr 11 Team ( HOY, DHOY, Form Tutors)	<ul style="list-style-type: none"> <li>Student voice to demonstrate embedded</li> </ul>



	<p>meaningful encounter with industry</p> <ul style="list-style-type: none"><li>• We will fulfil the employer access legislation</li></ul> <p><b>At KS3 Students</b> will receive 3 hours of CEIAG during their PSHCE lesson</p> <ul style="list-style-type: none"><li>• Students will receive one carers assembly each term</li><li>• Students will receive one form time activity linked to careers each half term</li><li>• Students in Year 9 receive information about next steps</li></ul> <p><b>Additionally at KS4 Students will receive:</b></p> <ul style="list-style-type: none"><li>• CV</li><li>• Mock Interview</li><li>• Personal Statement</li><li>• Work Experience</li><li>• Careers Interview delivered by Luminare to ensure impartiality.</li><li>• In Year 11 additional form time to support next steps</li></ul> <p><b>Students in Sixth Form are provided with information on:</b></p> <ul style="list-style-type: none"><li>• University</li><li>• Apprenticeships</li><li>• Gap years</li><li>• Setting up own business</li><li>• LinkedIn</li></ul>	<p>Year 12 and 13 Team ( HOY, DHOY, Form Tutors)</p>	<ul style="list-style-type: none"><li>• Students can make impartial decision</li><li>• Staff voice</li><li>• Student Action plans</li><li>• Zero NEET students</li><li>• Subject choices enable students to move onto the next stage of their education</li><li>• Students make effective choices about their next steps</li></ul>
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	<ul style="list-style-type: none"> <li>• Student careers sessions are mapped to ensure all areas of advice and guidance are delivered</li> <li>• External providers visits and talks</li> <li>• All SEND will receive additional support at Year 9, Year 11 and in Sixth Form</li> <li>• To ensure additional careers guidance is offered to our priority groups</li> <li>• All PP students will receive additional support at Year 9, Year 11 and in Sixth Form</li> <li>• All students in Year 9 will receive an options interview</li> <li>• Year 11 students who have applied for sixth form will receive an interview</li> </ul>		
<b>Transition and Primary</b>	<b>Actions</b>	<b>Staff Responsible</b>	<b>Impact Measures</b>
<ul style="list-style-type: none"> <li>• To liaise with our feeder schools</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what is delivered for careers in year 5 and year 6 in our feeder schools</li> <li>• To build upon what has been delivered</li> </ul>		<ul style="list-style-type: none"> <li>• To have a greater understanding of the careers programme in our feeder schools</li> </ul>
<b>Alternative Provision &amp; Connect</b>	<b>Actions</b>	<b>Staff Responsible</b>	<b>Impact Measures</b>
Connect Students are supported with CIAG	<ul style="list-style-type: none"> <li>• There is a programme of careers for connect students</li> </ul>		<ul style="list-style-type: none"> <li>• Connect students are supported to ensure they</li> </ul>



	<ul style="list-style-type: none"><li>• Students in connect are provided with a careers interview</li><li>• Students in connect have meaningful encounters</li></ul>		<p>have a clear progression route</p> <ul style="list-style-type: none"><li>• Students receive careers education that mirrors that of main school</li></ul>
<b>Parents</b>	<b>Actions</b>	<b>Staff Responsible</b>	<b>Impact Measures</b>
<ul style="list-style-type: none"><li>• Parents will receive support and advice about their students next steps</li></ul>	<p>Parents meeting will take place in :</p> <ul style="list-style-type: none"><li>• Year 9 for GCSE Options</li><li>• Year 11 for Post 16 pathways and options</li><li>• In Year 12 for Post 18 Options</li><li>• They will be informed of any careers events that their child can take part in</li><li>• They will be asked to support careers events in school</li></ul>		<ul style="list-style-type: none"><li>• Zero NEET</li><li>• Greater understanding of Next Steps</li></ul>



## **Curriculum Plan for Careers**

All students at Chellaston Academy will achieve their true potential whilst being fully prepared for their transition into the next stage of life.

### **Intent**

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### **Implementation**

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Key Stage 3 Careers Programme – Year 7

Understanding me- Self Awareness – Year 7	Activity – PSHE Lesson	Half Term 6	Links to Gatsby and CDi Framework
	<p>The lesson is designed to get students to start thinking about their strengths and weaknesses and what they are good and not so good at. This leads onto them planning their career journey.</p> <ul style="list-style-type: none"> <li>• Students complete “My Career journey” in which they recognise their strengths and weaknesses and what they enjoy.</li> <li>• They draw a picture of the job they see themselves doing in the future.</li> <li>• Students complete the A to Z of Careers task</li> </ul> <p>By the end of the lesson, they should have completed a career journey.</p>		<b>Developing yourself through careers, employability and enterprise education</b> <b>Gatsby 1, 2,</b>
<b>Employer Engagement</b>	<b>Activity</b>	<b>Enterprise day ran by E4E</b>	
	<b>Team building and Enterprise Activity Set by E4E – July</b>		<b>Learning about Careers and the World of Work 4, 5, 6, 12</b> <b>Gatsby 3,4 &amp;6</b>
Investigating work and working life – Year 7	Activity – PSHE Lesson	Classroom lesson Half Term 6	
<p>Resources can be found:</p> <p><b>There is some photocopying required for the lesson. See lesson plan.</b></p>	<p>Exploring personal strengths for employment lesson. This lesson is designed to help students recognise key characteristics of their personality and understand how these can guide good career choices. Students will reflect on their interests and strengths in relation to the kinds of careers that might suit them.</p> <p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify their personal interests, preferences, strengths and personality characteristics</li> </ul>		<p><b>Learning about Careers and the World of Work 4, 5, 6, 12</b></p> <p><b>Developing yourself through careers, employability and enterprise education</b> 1, 2,</p> <p><b>Gatsby 1, 3 &amp; 4</b></p>





	<ul style="list-style-type: none"><li>• Understand that making sensible career choices means finding a job that combines such personal attributes</li><li>• Pick out industries that are a good fit to their own personal strengths</li></ul>	
Understanding behaviours for work lesson – Year 7	Activity – PSHE Lesson	Classroom lesson Half Term 6
Resources can be found:  <b>There is some photocopying required for the lesson. See lesson plan.</b>  Please note there may be more work here for just one lesson –	<p>This lesson is designed to help young people identify behaviours required for the workplace, and how everyday behaviour could help develop positive workplace behaviour.</p> <p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"><li>• Understand the importance of behaving in the right way at work and illustrate rules which can help make the right impression</li><li>• Identify the impact of body language and how this can help make a good impression</li><li>• Describe assertiveness and demonstrate ways to respond assertively to different situations</li></ul>	Gatsby 1, 3,4 & 5
Assembly –Year 7	Assembly	Half Term 2



What is Careers – What does Careers look like at Chellaston	<ul style="list-style-type: none"><li>• What is the careers offer to Year 7</li><li>• What can they expect to receive in Year 7</li></ul>		<b>Learning about Careers and the World of Work 4, 5, 6, 12</b> <b>Gatsby 3,4 &amp;6</b>
Employer Engagement	STEM Event	Half Term 2	<b>Learning about Careers and the World of Work 4, 5, 6, 12</b> <b>Gatsby 3,4 &amp;6</b>
Employer Engagement	BBC Bitesize Careers	Half Term 3	Employer Engagement Links to Gatsby : 1, 2, 4 & 6



<b>Year 8 Careers</b>			
<p><b>Self Confidence Lesson – Year 8</b></p> <p>Resources can be found: PSHCE Folder, Careers Half Term 6, Year 8, Lesson 1</p> <p>Please not there may be more work here for just one lesson –</p> <p>Summer Term</p>	<p>Activity – PSHE Lesson</p> <p>This lesson is designed to help students understand how being aware that it is important to take initiative in their learning and life.</p> <p>By the end of this activity students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify challenges and describe the feelings when overcoming them</li> <li>• Plan how to overcome a fear or challenge</li> <li>• Understand some helpful ways to think about past events</li> </ul>		<p><b>Developing yourself through careers, employability and enterprise education</b></p> <p>1, 2,</p> <p><b>Gatsby 1,3 &amp; 4</b></p>
<p><b>Explore Possibilities – Year 8</b></p> <p>Resources can be found :</p> <p><b>There is some photocopying required for the lesson. See lesson plan.</b></p> <p>Please not there may be more work here for just one lesson –</p> <p>Summer Term</p>	<p>Activity – PSHE Lesson</p> <p>This lesson is designed to help students understand how being aware of the various routes they can take following their key stage 4 education.</p> <p>By the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> <li>• Identifying common sources of information about the labour market and the education system</li> <li>• Being aware of the main learning pathways (e.g. university, college and apprenticeships)</li> </ul>		<p><b>Gatsby 1, 3 &amp; 4</b></p>



	<ul style="list-style-type: none"> <li>• Being aware that many jobs require learning, skills and minimum qualifications</li> <li>• Being aware of the range of different sectors and organisations where they can work</li> <li>• Being aware of the range of ways that organisations undertake recruitment and selection</li> </ul>	
<p><b>Labour Market Information – Year 8</b></p> <p>Resources can be found :</p> <p><b>There is some photocopying required for the lesson. See lesson plan.</b></p> <p>Please note there may be more work here for just one lesson</p>	Activity – PSHE Lesson	
	<p>Students are to understand what Labour Market Information is.</p> <p>By the end of the lesson students should be able to:</p> <p>Understand how Labour Market Information can be used to help us understand what careers are needed now and in the future.</p>	<b>Gatsby 1, 3</b>
<b>Year 9</b>		
<p>Year 9 Unifrog Lesson Getting Started with Unifrog</p> <p><b>Resources:</b> Follow Link</p> <p><a href="#">KS3 and KS4 Student Launch</a> 15 minutes</p>	Form Time Task	
	<p>Students will have been sent a log in to their school email.</p> <p>Find email - it may have gone into their junk folder</p> <p>Follow instructions and this will get them set up on Unifrog</p>	<b>Gatsby 1, 3</b>



Gatsby 1, 3 September		
Exploring Unifrog  <b>Resources:</b> Follow Link <a href="#">Subjects library treasure hunt</a> <a href="#">Subjects library treasure hunt - Student handout</a>  25 Minutes  Gatsby 4,7 and 8	Form Time Task  Students get used to exploring the Subjects library with a treasure hunt. This session contains the questions and answers in a PowerPoint, or as a handout.	<b>Gatsby 4,7 and 8</b>
Unifrog: What Makes a Great Leader? <b>Resources:</b>  <a href="#">Leadership: What makes a great leader?</a>  40 minutes January	Form Time Task  In this session, students will identify what they think makes a great leader, watch a short TED talk (Everyday leadership by Drew Dudley), and record examples of when they have been leaders in the Competencies tool.	<b>Gatsby 3 &amp; 8</b>
Next Step - Personality Quiz Resources: <a href="https://www.unifrog.org/student/personality-profile/quiz">https://www.unifrog.org/student/personality-profile/quiz</a>	Form Time Task - Next Step - Personality Quiz  Students need to look at the personality Quiz and complete the questions to see what kind of frog they are. This will lead to them being able to see careers linked to their personality type	<b>Gatsby 3 &amp; 8</b>
Next Step - Careers Library Resources: <a href="https://www.unifrog.org/student/careers">https://www.unifrog.org/student/careers</a>	Form Time Task - Next Step - Careers Library  students spend time looking through the careers library to see if they can find careers that they think they may want to do post 16.	<b>Gatsby 3 &amp; 8</b>



<p><a href="https://www.unifrog.org/teacher/resources/keywords/whats-your-dream-job">https://www.unifrog.org/teacher/resources/keywords/whats-your-dream-job</a></p>		
<p>Your skills, your team, your future! Resources: <a href="#">Your skills, your team, your future!</a> <a href="#">Your skills, your team, your future - Scenarios</a> <a href="#">Your skills, your team, your future - Student worksheet</a> 45 Mins March Gatsby 2,6</p>	<p>Form Time Task - Your skills, your team, your future! Students identify their strongest skill, and practise putting this into a real-life career scenario. They work with their classmates to create a super strong team, and present to the rest of the class.</p>	<p><b>Gatsby 2,6</b></p>
<p>Stereotypes Resources: <a href="#">Stereotypes Presentation</a> <a href="#">WorkSheet - Job Titles</a> <a href="#">Stereotypes Activity</a> Some preparation and photocopying of resources is required 1 hour Gatsby 3 &amp; 5</p>	<p>PSHE Lesson <b>Stereotypes activity</b> The purpose of this activity is to challenge ideas about the types of people that work in certain jobs.</p>	<p><b>Gatsby 3 &amp; 5</b></p>
<p><b>Recognising and building personal skills lesson</b> Resources: <b>1 hours</b> <b>Gatsby 8</b></p>	<p><b>PSHE Lesson – Recognising and Building on Personal Skills</b> This lesson is designed to help students understand which <b>skills</b> are most sought after by <b>employers</b> and how they may need to <b>adapt</b> these in different situations. In turn, this will enable them to go on and develop other areas of their skillset, such as <b>teamwork</b> and <b>communication</b>. By the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> <li>Recall the top personal skills employers look for which are essential for success</li> </ul>	<p><b>Gatsby 8</b></p>



	<ul style="list-style-type: none"><li>• Explain how they already demonstrate these skills in their everyday lives</li><li>• Evaluate how they can build on these skills and adapt them to a workplace setting</li></ul>	
Staying positive (resilience) Resources:  1 hour Gatsby	PSHE Lesson - Staying positive (resilience)  This lesson helps students to develop the skills needed to overcome setbacks by exploring how they could respond in different situations. By the end of the activity students will be able to: <ul style="list-style-type: none"><li>• Explain the importance of staying positive (resilience), including in relation to the workplace</li><li>• Understand the importance of learning from experiences, even if they are negative</li><li>• Explain different strategies they can use to build resilience and manage personal challenges and setbacks</li></ul>	<b>Gatsby 4</b>
Problem Solving	PSHE Lesson – Problem Solving  This lesson is designed to help students understand how successfully solving a problem or meeting a challenge can have a positive impact on their personal development.  By the end of this activity students will be able to: <ul style="list-style-type: none"><li>• Identify challenges and describe the feelings when overcoming them</li><li>• Plan how to overcome a fear or challenge</li></ul>	<b>Gatsby 4</b>



	<ul style="list-style-type: none"><li>• Understand some helpful ways to think about past events</li></ul>	
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Careers for Key Stage 4			
PSHE Lessons/Form Time			
Lesson 1	<b>Understanding Next Steps</b>	<b>60 minutes plus follow up work on Unifrog</b>	<b>Links to CDI Framework &amp; Gatsby</b>
	T Levels Talk from NTU Understanding various routes post 16 Understanding the importance of mock exams and getting exam ready		Learning about the world of work area 4. Exploring Careers and Career Development  <b>Gatsby 1,3</b>
Lesson 2	Next Step follow up work	60 minutes	
	Students to spend time on Unifrog looking at the various options following GCSE · To explore and research post-16 choices available to students. · To use the Unifrog Know-how library to support this research.  <a href="#">Post 16 - Choices, choices</a>		Learning about the world of work area 6. Understanding Business and Industry 7. Investigating jobs and LMI Learning about the world of work area 4. Exploring Careers and Career Development <b>Gatsby 1,3, 5 &amp; 6</b>
Lesson 3	<b>Understanding Soft Skills</b>	<b>60 minutes</b>	
	Students will learn what Soft Skills are and their importance in the work place. You will show students a presentation that has various videos which explain all of the various soft skills and why they are important in working life. Please note there are two choices of delivery method here: <ol style="list-style-type: none"> <li>1. Various Presentation for each of the soft skills – if you feel confident to do this, I would prefer this method of delivery as it will allow classroom discussion</li> </ol>		<b>Developing yourself through careers, employability and enterprise education</b> 1. Self Awareness 2. Self determination  <b>Gatsby 3</b>



	<p>2. One presentation with each of the soft skills delivered as a video on slides.</p> <p>Please decide which method you prefer, and you can link to them here....</p> <p>Following the presentation, students can complete the activity which can be found here.</p>	
	Exploring personal strengths for employment lesson	<b>60 mins</b>
Lesson 4	<p>Exploring personal strengths for employment lesson. This lesson is designed to help students recognise key characteristics of their personality and understand how these can guide good career choices. Students will reflect on their interests and strengths in relation to the kinds of careers that might suit them.</p> <p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify their personal interests, preferences, strengths and personality characteristics.</li> <li>• Understand that making sensible career choices means finding a job that combines such personal attributes.</li> <li>• Pick out industries that are a good fit to their own personal strengths</li> </ul>	<p><b>Developing yourself through careers, employability and enterprise education</b></p> <ol style="list-style-type: none"> <li>1. Self Awareness</li> <li>2. Self determination</li> </ol> <p><b>Gatsby 3</b></p>
Lesson 5	Behaviours required for the workplace,	60 mins
		<p><b>Developing yourself through careers, employability and enterprise education</b></p> <ol style="list-style-type: none"> <li>1. Self Awareness</li> <li>2. Self determination</li> </ol>




			<b>Gatsby 3</b>
	<p>This lesson is designed to help young people identify behaviours required for the workplace, and how everyday behaviour could help develop positive workplace behaviour.</p> <p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the importance of behaving in the right way at work and illustrate rules which can help make the right impression.</li> <li>• Identify the impact of body language and how this can help make a good impression.</li> <li>• Describe assertiveness and demonstrate ways to respond assertively to different situations.</li> </ul>		
Mock Interviews and CV Writing	Preparation for CV & Mock Interviews	Form Tutors	
	<p>Form Tutors will work with students to prepare them with everything they will need to write their CV's</p> <ul style="list-style-type: none"> <li>• Predicted Grades</li> <li>• Work Experience information</li> <li>• Voluntary work</li> <li>• Sports</li> <li>• Club</li> <li>• DofE</li> </ul> <p>Mock Interview Preparation. Form Tutors will deliver a presentation during form time to prepare students for both events</p>		<p><b>Developing yourself through careers, employability and enterprise education</b></p> <ol style="list-style-type: none"> <li>1. Self Awareness</li> <li>2. Self determination</li> </ol> <p>Learning about the world of work area</p> <p>Understanding Business and Industry</p>



			<b>Gatsby 4,5 &amp; 6</b>
CV Writing Workshop	CV Writing	Workshop ran by E4E	
	Students will complete a 3 hours workshop on how to write a CV. The outcome of the sessions should be a completed CV that they are able to use in for their mock interview and in Year 11. This session is delivered by local employers		<b>Learning about the world of work area</b> 6. Understanding Business and Industry 7. Investigating jobs and LMI <b>Gatsby 4,5 &amp; 6</b>
Mock Interviews	Mock Interviews	Workshop ran by E4E	<b>Learning about the world of work area</b> 6. Understanding Business and Industry 7. Investigating jobs and LMI <b>Gatsby 4,5 &amp; 6</b>
	All Year 11 students will have a mock interview by a member of the local business community.		
Mock Interview Feed back	Students will all receive feedback from their mock interview which will be given to them during their form time		Gatsby 4, 5 & 6
Careers Fair	Year 10 will take part in a Careers Fair with various employers and post 16 providers		Gatsby 5 & 6
<b>Year 11</b>			
Next Steps	Which way Now	Form Tutor	Gatsby 3,7 & 8
	Form Tutor to spend some time on first day back explaining different routes and the importance of English and Maths		



External Providers Talks	Local Colleges and Apprenticeship Providers will come into school to talk to students about the routes they offer post 16. See the assembly rota here: <a href="https://chellaston.fireflycloud.net/year-11---sh/careers/careers-assemblies">https://chellaston.fireflycloud.net/year-11---sh/careers/careers-assemblies</a>	Gatsby 3,5,7 & 8
LMI	During Tutor time a talk is delivered that explain about LMI and what it means to students  D2N2 LMI.pdf Resources:	Gatsby 2 & 3 <b>Learning about the world of work area</b> 6. Understanding Business and Industry 7. Investigating jobs and LMI
<b>PSHE Lessons / From Time</b>	<b>Unifrog Work</b>	
Unifrog Post 16 Options	Students learn about the opportunities available to them, post-16. This is a great time to ask students to record their intentions for the end of this academic year.	Gatsby 3, 7 & 8
Recording BTEC and A Level options post 16 intentions on Unifrog Resources: <a href="#">BTECs - Busting myths</a> <a href="#">BTECs - Busting myths worksheet</a> <a href="#">A level choices</a> <a href="#">A level choices mind map</a>	Ask all year 11 students to fill in their post-16 intentions using the Intentions tool. This downloadable data will make careers provision more bespoke for the coming year. Take a more in-depth look at some of the post-16 options with these sessions on BTECs and A-levels.	Gatsby 1, 3, 7, 8



**Chellaston Academy**  
Integrity Care Excellence



### Year 12 Careers Programme

#### Drop Down Days

Day 1	Activity	Which HE Route	Links to CDI Framework	Links to Gatsby
	Which HE route for you?' and 'Intro to UCAS' –		<b>Developing yourself through careers, employability and enterprise education</b> 1. Self Awareness 3 Self Improvement as a learner <b>Learning about Careers and the world of work</b> 1. Exploring careers and careers development	<b>1, 2, 3 &amp; 5</b>
Day 2	Activity	Introduction to UCAS & Personal Statements	Links to CDI Framework	
	<ul style="list-style-type: none"> <li>• Assembly taken by CGM on how to write a personal statement and UCAS</li> <li>• Unifrog Introduced by SHD</li> <li>• Students will research and evaluate newly emerging alternatives to the standard 3-year degree course at a UCAS institution</li> <li>• All students will write a personal statement with form tutors and computer rooms have been booked.</li> <li>• All students will register onto the Apprenticeship website and set up relevant alerts</li> </ul>		<b>Developing yourself through careers, employability and enterprise education</b> 2. Self- determination 14. Identifying choices and opportunity	<b>1, 2, 3 &amp; 5</b>
Day 3	Activity	CV Writing	Links to CDI Framework	



	<ul style="list-style-type: none"> <li>Students will take part in a CV writing workshop in which they will write their own CV</li> <li>Staff will be provided with a PPT to step them through this.</li> <li>Students will have a completed CV at the end of the 2 hour session</li> </ul>		<b>Developing yourself through careers, employability and enterprise education</b> 11. Preparing for employability	1, 2, 3 & 5
Careers Fair	Activity	UCAS Fair	Links to CDI	
	Students visited the UCAS fair at De Montford University. Students have access to all the UK universities as well as some from overseas. Whether students are interested in higher education, apprenticeships, volunteer and gap year programmes, or career opportunities, they're sure to find something that appeals to them at a UCAS exhibition.		<b>Learning about Careers and the world of work</b> 7. Investigating jobs and LMI	1, 2, 3 & 5
Work Experience	Activity	One Week of Work Experience		Removed for 2023
	<ul style="list-style-type: none"> <li>All students complete one week of work experience in the final week of Year 12</li> </ul>		<b>Developing yourself through careers, employability and enterprise education</b> 11. Preparing for employability	1, 2, 3 & 5
Career Talks	Past Alumni have visited the Sixth Form to discuss their roles, work life balance and coping with the transition from school.		<b>Learning about Careers and the world of work</b> 5. Investigating work and working life	1, 2, 3 & 5
Young Enterprise Employability Workshops	Activity	Employability Masterclass		
	The Employability Masterclass provides an opportunity for students to learn from local employers and employees about the skills and qualities that are required to be successful in the workplace and to build a broader understanding of the routes to employment.		<b>Developing yourself through careers, employability and enterprise education</b> 1. Self Awareness, 2. Self Determination, 3. Self Improvement, 4, 6, 7, 8	1, 2, 3 & 5





			<b>Developing your career management, employability and enterprise skills 10, 11, 12, 14</b>	
Career Talks	Activity	Ambition Nottingham		
	<ul style="list-style-type: none"> <li>• Explore your options (first hand - taster classes)</li> <li>• Receive support and insider knowledge (academics and current students) e.g. choosing subject</li> <li>• Develop skills – UCAS support, revision help – you’ll need these in HE and in your personal statements</li> <li>• Make informed choices about your future e.g. if university is right for you</li> <li>• Not just for people who want to go to Nottingham</li> </ul>		<b>Learning about Careers and the world of work</b> 5. Investigating work and working life <b>Developing yourself through careers, employability and enterprise education</b> 11. Preparing for employability	1, 2, 3 & 5
Career Talks & Directed Research	Apprenticeships, Degree Apprenticeships		<b>Learning about Careers and the world of work</b> 5. Investigating work and working life <b>Developing yourself through careers, employability and enterprise education</b> 11. Preparing for employability <b>Learning about Careers and the world of work</b> 7. Investigating jobs and LMI	1, 2, 3 & 5
Career Talks & Directed Research	Year in Industry		<b>Learning about Careers and the world of work</b> 5. Investigating work and working life <b>Developing yourself through careers, employability and enterprise education</b> 11. Preparing for employability	1, 2, 3 & 5



		<b>Learning about Careers and the world of work</b> 7. Investigating jobs and LMI	
Career Talks & Directed Research	Employment	<b>Learning about Careers and the world of work</b> 5. Investigating work and working life <b>Developing yourself through careers, employability and enterprise education</b> 11. Preparing for employability <b>Learning about Careers and the world of work</b> 7. Investigating jobs and LMI	1, 2, 3 & 5
Career Talks & Directed Research	Gap Years	<b>Learning about Careers and the world of work</b> 5. Investigating work and working life <b>Developing yourself through careers, employability and enterprise education</b> 11. Preparing for employability <b>Learning about Careers and the world of work</b> 7. Investigating jobs and LMI	1, 2, 3 & 5
Career Talks & Directed Research	University.	<b>Learning about Careers and the world of work</b> 5. Investigating work and working life <b>Developing yourself through careers, employability and enterprise education</b>	1, 2, 3 & 5



		11. Preparing for employability <b>Learning about Careers and the world of work</b> 7. Investigating jobs and LMI	
Oxbridge Conference	For students interested in attending either Oxford and or Cambridge	<b>Learning about Careers and the world of work</b> 5. Investigating work and working life <b>Developing yourself through careers, employability and enterprise education</b> 11. Preparing for employability	<b>1, 2, 3 &amp; 5</b>



# Results

20 July 2023

## Chellaston Academy

Your results show how your answers compare to the 8 Gatsby Benchmarks. They can help you to identify strengths and areas for improvement.

### Benchmark 1

A stable careers programme

Your school has met 100% of the 17 assessment areas in benchmark 1

**100%**

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers.

**Your whole-school careers programme:**

**Achieved?**

Is written down

✓



**Your whole-school careers programme:**

Is approved by the board of governors

✓

Has the explicit backing of senior leadership

✓

Has resources allocated to it

✓

Has systematic monitoring in place

✓

Has both strategic and operational elements

✓

Is published on your school's website

✓

Is on the school's website with information aimed specifically at:

Students

✓

Teachers

✓

Employers

✓



**Chellaston Academy**

Integrity Care Excellence

**Your whole-school careers programme:**

	<b>Achieved?</b>
Parents/Carers	✓
Is evaluated for effectiveness at least every 3 years	✓
Is evaluated using systematic feedback from:	
Students	✓
Teachers	✓
Employers	✓
Parents/Carers	✓
Has an identified lead individual with strategic responsibility for overseeing the programme	✓

---



## Resources for delivering Gatsby Benchmark 1

Access our Resource Directory to help you achieve this Gatsby Benchmark.

[Go to Resource Directory.](#)

Hide details

Your previous score

Mar 2023

**100%**

Percentage of schools nationally meeting this benchmark

July 2022

**66%**

## Benchmark 2

Learning from career & labour market information

Your school has met 100% of the 2 assessment areas in benchmark 2

**100%**

Every pupil, 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.



**Your school:**

Ensures the majority of students have used up-to-date career & labour market information to help inform study/career decisions.

✓

Encourages parents and carers to use career path and labour market information to aid the support given to their children.

✓

---

***Resources for delivering Gatsby Benchmark 2***

Access our Resource Directory to help you achieve this Gatsby Benchmark.

[Go to Resource Directory.](#)

Hide details

Your previous score

Mar 2023

**100%**

Percentage of schools nationally meeting this benchmark

July 2022

**81%**





## Benchmark 3

Addressing the needs of each pupil

Your school has met 100% of the 7 assessment areas in benchmark 3

**100%**

Advice and support should be tailored to the needs of each pupil. Keeping good records of pupils and their destinations after school will help.

### Your school:

### Achieved?

Provides a careers programme that:

Raises aspirations of all students

✓

Challenges stereotypical thinking (In terms of gender etc)

✓

Keeps systematic records on each pupils' experiences of career and enterprise activity

✓

Enables pupils to access accurate record about their careers and enterprise experiences

✓

Collects and maintains accurate data for each pupil on their destinations for 3 years after they leave school

✓



**Achieved?**

**Your school:**

Shares above mentioned data with the local authority

✓

Works pro-actively with the local authority and careers advisers to provide careers guidance to vulnerable pupils and special educational needs and disability (SEND) students.

✓

---

### ***Resources for delivering Gatsby Benchmark 3***

Access our Resource Directory to help you achieve this Gatsby Benchmark.

[Go to Resource Directory.](#)

Hide details

Your previous score

Mar 2023

**100%**

Percentage of schools nationally meeting this benchmark

July 2022



54%

## Benchmark 4

Linking curriculum learning to careers

Your school has met 100% of the 4 assessment areas in benchmark 4

100%

Careers and enterprise education should be part of and included in a pupil's standard lessons, linking curriculum to real-world career paths.

**Your school:**

**Achieved?**

All/the overwhelming majority of students by the time they leave school, have meaningfully experienced career learning as part of:

English lessons

✓

Maths lessons

✓

Science lessons

✓

PSHE lessons

✓



## ***Resources for delivering Gatsby Benchmark 4***

Access our Resource Directory to help you achieve this Gatsby Benchmark.

[Go to Resource Directory.](#)

Hide details

Your previous score

Mar 2023

**100%**

Percentage of schools nationally meeting this benchmark

July 2022

**76%**

## **Benchmark 5**

Encounters with employers & employees

Your school has met 100% of the single assessment area in benchmark 5

**100%**

All pupils should have encounters with employers and employees that result in a better understanding of the workplace and the potential career paths open to them.



**Achieved?**

**All/the overwhelming majority of pupils:**

Have at least one meaningful encounter with an employer every year they are at your school

✓

---

### ***Resources for delivering Gatsby Benchmark 5***

Access our Resource Directory to help you achieve this Gatsby Benchmark.

[Go to Resource Directory.](#)

Find an Activity Provider to help you achieve this Gatsby Benchmark.

[Go to Find an Activity Provider.](#)

Hide details

Your previous score

Mar 2023

**100%**

Percentage of schools nationally meeting this benchmark

July 2022



80%

## Benchmark 6

Experiences of workplaces

Your school has met 100% of the 2 assessment areas in benchmark 6

100%

It's important for pupils to experience the workplace environment to understand the context in which they could one day be working.

### All/the overwhelming majority of pupils:

### Achieved?

Have had a meaningful experience of a workplace by the end of year 11

✓

Have obtained a meaningful experience of a workplace during years 12 and 13

✓

---

### *Resources for delivering Gatsby Benchmark 6*

Access our Resource Directory to help you achieve this Gatsby Benchmark.

[Go to Resource Directory.](#)

Find an Activity Provider to help you achieve this Gatsby Benchmark.



[Go to Find an Activity Provider.](#)

Hide details

Your previous score

Mar 2023

**100%**

Percentage of schools nationally meeting this benchmark

July 2022

**64%**

## Benchmark 7

Encounters with further and higher education

Your school has met 100% of the 6 assessment areas in benchmark 7

**100%**

Careers provision should cover further and higher education as well as potential professions. Pupils should have encounters with these organisations whilst at school.

**By the time they leave school all/the overwhelming majority of pupils:**

**Achieved?**

Have had meaningful encounters with sixth form colleges

✓



**Chellaston Academy**

Integrity Care Excellence

**Achieved?**

**By the time they leave school all/the overwhelming majority of pupils:**

Have been provided with information about the full range of apprenticeships, including higher level apprenticeship

✓

Have had meaningful encounters with general further education colleges

✓

Have had meaningful encounters with independent training providers

✓

Have had meaningful encounters with Higher Education Providers

✓

Have had at least two meaningful visits to universities to meet staff and students

✓

---

### ***Resources for delivering Gatsby Benchmark 7***

Access our Resource Directory to help you achieve this Gatsby Benchmark.

[Go to Resource Directory.](#)

Hide details

Your previous score

Mar 2023





**91%**

Percentage of schools nationally meeting this benchmark

July 2022

**52%**

## Benchmark 8

Personal guidance

Your school has met 75% of the 2 assessment areas in benchmark 8

**75%**

Every student should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level.

### All/the overwhelming majority of pupils:

**Achieved?**

Have had an interview with a professional and impartial careers adviser by the end of year 11

✓

Have had at least two interviews with a professional careers adviser by the end of year 13

**In progress**

---



## ***Resources for delivering Gatsby Benchmark 8***

Access our Resource Directory to help you achieve this Gatsby Benchmark.

[Go to Resource Directory.](#)

Hide details

Your previous score

Mar 2023

**75%**

Percentage of schools nationally meeting this benchmark

July 2022

**75%**



# Compass Results

16 March 2023

## Chellaston Academy

Your results show how your answers compare to the 8 Gatsby Benchmarks. They can help you to identify strengths and areas for improvement.

### Benchmark 1

A stable careers programme

Your school has met 100% of the 17 assessment areas in benchmark 1

**100%**

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers.

**Your whole-school careers programme:**

**Achieved?**

Is written down

✓



**Your whole-school careers programme:**

Is approved by the board of governors

✓

Has the explicit backing of senior leadership

✓

Has resources allocated to it

✓

Has systematic monitoring in place

✓

Has both strategic and operational elements

✓

Is published on your school's website

✓

Is on the school's website with information aimed specifically at:

Students

✓

Teachers

✓

Employers

✓



**Your whole-school careers programme:**

	<b>Achieved?</b>
Parents/Carers	✓
Is evaluated for effectiveness at least every 3 years	✓
Is evaluated using systematic feedback from:	
Students	✓
Teachers	✓
Employers	✓
Parents/Carers	✓
Has an identified lead individual with strategic responsibility for overseeing the programme	✓

---



## ***Resources for delivering Gatsby Benchmark 1***

Access our Resource Directory to help you achieve this Gatsby Benchmark.

[Go to Resource Directory.](#)

Hide details

Your previous score

Dec 2022

**100%**

Percentage of schools nationally meeting this benchmark

2021

**43%**

## **Benchmark 2**

Learning from career & labour market information

Your school has met 100% of the 2 assessment areas in benchmark 2

**100%**

Every pupil, 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.



**Your school:**

Ensures the majority of students have used up-to-date career & labour market information to help inform study/career decisions.

✓

Encourages parents and carers to use career path and labour market information to aid the support given to their children.

✓

---

***Resources for delivering Gatsby Benchmark 2***

Access our Resource Directory to help you achieve this Gatsby Benchmark.

[Go to Resource Directory.](#)

Hide details

Your previous score

Dec 2022

**100%**

Percentage of schools nationally meeting this benchmark

2021

**66%**



## Benchmark 3

Addressing the needs of each pupil

Your school has met 100% of the 7 assessment areas in benchmark 3

**100%**

Advice and support should be tailored to the needs of each pupil. Keeping good records of pupils and their destinations after school will help.

### Your school:

### Achieved?

Provides a careers programme that:

Raises aspirations of all students

✓

Challenges stereotypical thinking (In terms of gender etc)

✓

Keeps systematic records on each pupils' experiences of career and enterprise activity

✓

Enables pupils to access accurate record about their careers and enterprise experiences

✓

Collects and maintains accurate data for each pupil on their destinations for 3 years after they leave school

✓





**Achieved?**

**Your school:**

Shares above mentioned data with the local authority

✓

Works pro-actively with the local authority and careers advisers to provide careers guidance to vulnerable pupils and special educational needs and disability (SEND) students.

✓

---

### ***Resources for delivering Gatsby Benchmark 3***

Access our Resource Directory to help you achieve this Gatsby Benchmark.

[Go to Resource Directory.](#)

Hide details

Your previous score

Dec 2022

**100%**

Percentage of schools nationally meeting this benchmark

2021



38%

## Benchmark 4

Linking curriculum learning to careers

Your school has met 100% of the 4 assessment areas in benchmark 4

100%

Careers and enterprise education should be part of and included in a pupil's standard lessons, linking curriculum to real-world career paths.

**Your school:**

**Achieved?**

All/the overwhelming majority of students by the time they leave school, have meaningfully experienced career learning as part of:

English lessons

✓

Maths lessons

✓

Science lessons

✓

PSHE lessons

✓



## Resources for delivering Gatsby Benchmark 4

Access our Resource Directory to help you achieve this Gatsby Benchmark.

[Go to Resource Directory.](#)

Hide details

Your previous score

Dec 2022

**100%**

Percentage of schools nationally meeting this benchmark

2021

**60%**

## Benchmark 5

Encounters with employers & employees

Your school has met 100% of the single assessment area in benchmark 5

**100%**

All pupils should have encounters with employers and employees that result in a better understanding of the workplace and the potential career paths open to them.



**Achieved?**

**All/the overwhelming majority of pupils:**

Have at least one meaningful encounter with an employer every year they are at your school

✓

---

### ***Resources for delivering Gatsby Benchmark 5***

Access our Resource Directory to help you achieve this Gatsby Benchmark.

[Go to Resource Directory.](#)

Find an Activity Provider to help you achieve this Gatsby Benchmark.

[Go to Find an Activity Provider.](#)

Hide details

Your previous score

Dec 2022

**100%**

Percentage of schools nationally meeting this benchmark

2021



56%

## Benchmark 6

Experiences of workplaces

Your school has met 100% of the 2 assessment areas in benchmark 6

100%

It's important for pupils to experience the workplace environment to understand the context in which they could one day be working.

**All/the overwhelming majority of pupils:**

**Achieved?**

Have had a meaningful experience of a workplace by the end of year 11

✓

Have obtained a meaningful experience of a workplace during years 12 and 13

✓

---

### ***Resources for delivering Gatsby Benchmark 6***

Access our Resource Directory to help you achieve this Gatsby Benchmark.

[Go to Resource Directory.](#)

Find an Activity Provider to help you achieve this Gatsby Benchmark.



[Go to Find an Activity Provider.](#)

Hide details

Your previous score

Dec 2022

**100%**

Percentage of schools nationally meeting this benchmark

2021

**36%**

## Benchmark 7

Encounters with further and higher education

Your school has met 91% of the 6 assessment areas in benchmark 7

**91%**

Careers provision should cover further and higher education as well as potential professions. Pupils should have encounters with these organisations whilst at school.

**By the time they leave school all/the overwhelming majority of pupils:**

**Achieved?**

Have had meaningful encounters with sixth form colleges

✓



**By the time they leave school all/the overwhelming majority of pupils:**

Have been provided with information about the full range of apprenticeships, including higher level apprenticeship

✓

Have had meaningful encounters with general further education colleges

✓

Have had meaningful encounters with independent training providers

**In progress**

Have had meaningful encounters with Higher Education Providers

**In progress**

Have had at least two meaningful visits to universities to meet staff and students

✓

---

***Resources for delivering Gatsby Benchmark 7***

Access our Resource Directory to help you achieve this Gatsby Benchmark.

[Go to Resource Directory.](#)

Hide details

Your previous score

Dec 2022



**87%**

Percentage of schools nationally meeting this benchmark

2021

**33%**

## Benchmark 8

Personal guidance

Your school has met 75% of the 2 assessment areas in benchmark 8

**75%**

Every student should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level.

### All/the overwhelming majority of pupils:

**Achieved?**

Have had an interview with a professional and impartial careers adviser by the end of year 11

✓

Have had at least two interviews with a professional careers adviser by the end of year 13

**In progress**

---





## ***Resources for delivering Gatsby Benchmark 8***

Access our Resource Directory to help you achieve this Gatsby Benchmark.

[Go to Resource Directory.](#)

Hide details

Your previous score

Dec 2022

**87%**

Percentage of schools nationally meeting this benchmark

2021

**65%**

## Mock Interview

30 local business representatives joined us in December and January to carry out mock Interviews for Year 13 and Year 11

<b>Student Name:</b>	<b>Form:</b>	<b>Interviewer Name:</b>
<b>Area of Interest:</b>		<b>Date:</b>

**Please ask for examples where appropriate and any additional questions you see fit.**

### Questions

*Please score: 1- Requires substantial improvement 2-Requires improvement 3-Satisfactory  
4-Good 5-Very Good 6- Excellent*

**Score**

**1-6**

Tell me a bit about yourself (*school, family, hobbies*)

Tell me about your ambitions and aspirations when you finish Year 11/13? How would you like to achieve these?

If we asked your school to describe you what would they say?

<p>What skills and qualities do you think employers value and why? Which of these skills do you have? <i>Please ask the student for examples of when, where and how they have used the skills and qualities they mention (examples skills and qualities may include: self-motivated, flexible, positive attitude, co-operative, communication, self-assured and achieving).</i></p>	
<p>What do you think you need to work on to be the best that you can be?</p>	
<p>Tell me something you have done that you have been proud of?</p>	
<p>Can you provide an example of when you have received some feedback given to you and learned from it (<i>either a success or a mistake</i>)?</p>	
<p>Can you provide an example of when you have shown that you can be responsible and accountable for your actions?</p>	

Can you provide an example of when you have worked as part of a team? What teamwork skills did you use in this role?	
Is there anything you would like to ask me?	

	Satisfactory	Good	Excellent
Body Language			
Eye Contact			
Clarity of Speech			
Appearance			
Confidence			
Contribution to flow of interview			

Interviewer Observations:

