



Good Careers Advice is the key to social mobility: It is about showing young people – whatever their social and family background – the options open to them, and helping them making the right choices to set them on the path to rewarding future careers.

Kingsbury School is committed to providing all students with independent careers advice and guidance in compliance with the Gatsby Benchmarks.

The following document outlines our careers programme for 2018-2019

GATSBY BENCHMARKS

Benchmark	Summary	Criteria
1) A stable Careers Programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.	<ul style="list-style-type: none"> - Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. - The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2) Learning from career and labour market information	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 the best use of available information.	<ul style="list-style-type: none"> - By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. - Parents should be encouraged to access and use information about labour markets and study options to inform their support to their children.
3) Addressing the needs of each pupil	Pupils have different careers guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school’s careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> - A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations. - Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. - Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they have left school.
4) Linking Curriculum Learning to Careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.	<ul style="list-style-type: none"> - By the age of 14 every pupil should have had the opportunity to learn how the different STEM subject help people gain entry to, and be more effective workers within a huge range of careers.



5) Encounters with Employers and Employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> - Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6) Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration or career opportunities, and expand their networks.	<ul style="list-style-type: none"> - By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have had. - By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have had.
7) Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> - By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. - By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8) Personal Guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided that are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> - Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

2018-19 Careers Programme (Benchmarks in brackets)

		Year 7	Year 8	Year 9	Year 10	Year 11
Aut 1	w/c					
wk1	03.09.18					
wk2	10.09.18					
wk3	17.09.18	<ul style="list-style-type: none"> • Aspirations Assembly • Change, Achievements and Influences 	<ul style="list-style-type: none"> • Aspirations Assembly • What is important to me? • How is school helping me 	<ul style="list-style-type: none"> • Aspirations Assembly • Introduction to the online Start Profile 	<ul style="list-style-type: none"> • Aspirations Assembly • Introduction to the online Start Profile 	<ul style="list-style-type: none"> • Aspirations Assembly • Introduction to the online Start Profile



			prepare for what I want to achieve? (GB 1,2,3,4,8)	<ul style="list-style-type: none"> Personal Qualities and goals (GB 1,2,3,4,8)	<ul style="list-style-type: none"> Exploring possibilities and the world of work. (GB 1,2,3,4,8)	<ul style="list-style-type: none"> CV Writing (GB 1,2,3,4,8)
wk4	24.09.18					
wk5	01.10.18					
wk6	08.10.18					
wk7	15.10.18					
wk8	22.10.18					Mock Interview Day (26.10.18) (GB 1,2,3,4,5,6,8)
Aut 2						
wk9	05.11.18					
wk10	12.11.18					World Skills Show (16.11.18) (GB 2,3,5,6,7,8)
wk11	19.11.18					
wk12	26.11.18	<ul style="list-style-type: none"> Subject careers assembly Introduction to the online START Profile Using a careers library (GB 1,2,3,4,5,6,7,8)	<ul style="list-style-type: none"> Subject careers assembly What do I want from work? Am I a good decision maker? (GB 1,2,3,4,8)	<ul style="list-style-type: none"> Subject careers assembly What employers expect from young people Researching an apprenticeship (GB 1,2,3,4,8)	<ul style="list-style-type: none"> Subject careers assembly Countdown to employment, what skills and knowledge do I need to develop? (GB 1,2,3,5,6,8)	<ul style="list-style-type: none"> Subject careers assembly Using the online Start Profile. Where am I now? What are my skills and interests? (GB 1,2,3,4,5,6,7,8)
wk13	03.12.18	Career Detective Day – STEM (GB 1,2,3,5,6,8)				
wk14	10.12.18					
wk15	17.12.18					
Spring 1						
wk16	07.01.19					



wk17	14.01.19					
wk18	21.01.19					
wk19	28.01.19					
wk20	04.02.19			Uni Visit (HA-PP) (GB 3,7,8)	Uni Visit (HA-PP) (GB 3,7,8)	
wk21	11.02.19					
Spring 2						
wk22	25.02.19	<ul style="list-style-type: none"> How creative are you? - Design and Presentation (GB 1,4)	<ul style="list-style-type: none"> Good career planning (GB 1,2,3,4,6,8)	<ul style="list-style-type: none"> Employability skills Personal skills (GB 1, 3, 4)	<ul style="list-style-type: none"> Introduction to the online Start Profile What is most important to me? What options are available after year 11? Researching apprenticeships. (GB 1,2,3,4,5,6,7,8)	<ul style="list-style-type: none"> Gender stereotyping and freedom to choose your career. (GB 1,2,3,8)
NATIONAL CAREERS WEEK (See below)						
wk23	04.03.19	<ul style="list-style-type: none"> Role Models (GB 1,2,3,4,8)	<ul style="list-style-type: none"> Stereotypes and careers (GB 1,2,3,4,8)	<ul style="list-style-type: none"> Getting ahead as a young person What skills do I have? What skills are needed for certain jobs? Writing a basic personal statement Learning styles (GB 1,2,3,4,8)	<ul style="list-style-type: none"> Rights at work. (GB 1,2,3,4,8)	<ul style="list-style-type: none"> Interview Skills Start profile (GB 1,2,3,4,5,6,7,8)
wk24	11.03.19					
wk25	18.03.19				Apprenticeship Show (22.03.19) (GB 2,3,5,6,7,8)	
wk26	25.03.19					



Kingsbury School Careers Strategy 2018-19

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Week	Date	Money Matters (GB 1,3)	Money Matters (GB1,3)	Money Matters (GB1,3)	Money Matters (GB1,3)	Money Matters (GB1,3)	
wk27	01.04.19						
Summer 1							
wk28	29.04.19						
wk29	06.05.19						
wk30	13.05.19	<ul style="list-style-type: none"> Where will I be in 10 years' time? How will I get there? (GB 1,2,3,8)	<ul style="list-style-type: none"> Barclays Finance (GB 1,3)	<ul style="list-style-type: none"> Barclays Finance (GB 1,3)	<ul style="list-style-type: none"> Start Profile CV Writing (GB 1,2,3,4,5,6,7,8)		
wk31	20.05.19						
Summer 2							
wk32	03.06.19						
wk33	10.06.19						
wk34	17.06.19						
wk35	24.06.19			Speed Networking Event (GB 1,2,3,4,5,6,8)	Work Experience assembly (27.09.18) Work Experience Tutor time (28.09.18)		
wk36	01.07.19						
wk37	08.07.19				Work Experience Week (GB1,2,3,5,6,8)		
wk38	15.07.19	Issue 'Careers Champion' Certificates - One for each form group (most dedicated and enthusiastic student to careers learning)					

Running alongside the programme above will be the Princes' Trust qualification. (GB 1,2,3,4,6,8)