

Leigh Academy Blackheath Careers Programme

At Leigh Academy Blackheath (LAB), we aim to provide all students with a coherent and effective careers programme, one which combines valuable labour market information with a range of transformative work related experiences and opportunities, such that students develop both the knowledge to make informed choices about their future, as well as the employability skills to thrive in whichever career they choose.

We take great pride at LAB in both the values our students adhere to - those of Respect, Integrity, Resilience, Scholarship and Ambition -, and the rigorous academic curriculum to which they are entitled. Of course, we are determined that our students leave us with good character and great results, but we also recognise that they require a practical understanding of the world of work, and how as individuals they can succeed in the labour market so as to go on to live happy, productive lives. This is not a responsibility we take lightly: as exemplified by both the highly specific nature of our careers programme, and the rigorous self-evaluation against the eight benchmarks of best practice – known as the Gatsby Benchmarks - that we routinely undergo.

The Gatsby Benchmarks

A framework for the delivery of 'good careers guidance' to pupils. The benchmarks are fully implemented with the LAT Careers Learning Strategy.

1	A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	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 speakers,
2	Learning from career and labour market info	Every student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed advisor to make best use of available information.	6	Experiences of workplaces	Every student should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.
3	Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support needs to be tailored to the needs of each student. A school's career programme should embed quality and diversity considerations.	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.
4	Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subjects should highlight their relevance for a wide range of future career paths.	8	Personal guidance	Every student should have opportunities for guidance interviews with a Careers Advisor, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.



Year	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Core declarative knowledge	Core procedural knowledge	Gatsby benchmarks	How to implement
7	<ul style="list-style-type: none"> 3 x tutor sessions 1 x assembly Careers in the curriculum day Young Enterprise competition Employer outreach visit. 	<ul style="list-style-type: none"> 3 x tutor sessions 1 x assembly Careers in the curriculum day 'Take my Son/Daughter to work' day. 	<ul style="list-style-type: none"> 3 x tutor sessions 1 x assembly Careers in the Curriculum day Young Enterprise competition Employer outreach visit. 	<ul style="list-style-type: none"> 3 x tutor sessions 1 x assembly Careers in the curriculum day 'Take my Son/Daughter to work' day. 	<ul style="list-style-type: none"> 3 x tutor sessions 1 x assembly Careers in the Curriculum day Young Enterprise competition Employer outreach visit. 	<ul style="list-style-type: none"> 3 x tutor sessions 1 x assembly Careers in the curriculum day 'Take my Son/Daughter to work' day. 	<ul style="list-style-type: none"> What is the labour market? What is the difference between skills and qualifications? What is the mean salary in the UK? What are career fields? Which career fields are in demand? How does school prepare you for work? How does the national labour market compare with the local labour market? Why is it important to have high aspirations? 	<ul style="list-style-type: none"> Students can identify key skills required in employment and begin to evidence these; Students can log reflections following guidance interactions. 	2, 3, 4, 5, 6	<ul style="list-style-type: none"> Deliver assemblies introducing LMI and the relationship between school and employability; Displays in corridors and classrooms, information on website; Employer visits; Fortnightly career-centred tutor time; Young Enterprise competitions; A 'Take my Son/Daughter to work' day.
8	<ul style="list-style-type: none"> 3 x tutor sessions 1 x assembly Careers in the curriculum day Raising Aspirations - University Visit. 	<ul style="list-style-type: none"> 3 x tutor sessions 1 x assembly Careers in the curriculum day Employability Skills Workshops. 	<ul style="list-style-type: none"> 3 x tutor sessions 1 x assembly Careers in the curriculum day 'Take my Son/Daughter to work' day Raising Aspirations - University Visit. 	<ul style="list-style-type: none"> 3 x tutor sessions 1 x assembly Careers in the curriculum day Employability Skills Workshops. 	<ul style="list-style-type: none"> 3 x tutor sessions 1 x assembly Careers in the curriculum day 'Take my Son/Daughter to work' day Raising Aspirations - University Visit. 	<ul style="list-style-type: none"> 3 x tutor sessions 1 x assembly Careers in the curriculum day Employability Skills Workshops. 	<ul style="list-style-type: none"> What are the different career pathways (FE, HE, Apprenticeship)? What is a vocational pathway? What is an academic pathway? What career options are suited to each pathway? How can I find information on different career paths? What are some career choice stereotypes we need to challenge? 	<ul style="list-style-type: none"> Students can identify pathways for a range of career fields; Students are able to locate information on different career paths via a range of credible sources; Students can create a portfolio of extra-curricular activities and identify the key employability skills these develop; Students can identify a range of career choice stereotypes and the problems with these; Students can construct a pathway from Year 8 to one or more chosen career[s]. 	3, 4, 5, 7, 8	<ul style="list-style-type: none"> Deliver assemblies highlighting different career pathways; Displays in corridors and classrooms, information on website; Local employers' presentations on their progression route; Fortnightly career-centred tutor time; Research pathways in tutor time and build a personalised career pathway.
9	<ul style="list-style-type: none"> 3 x tutor sessions 1 x assembly Careers in the curriculum day Young Enterprise competition Employer outreach visit. 	<ul style="list-style-type: none"> 3 x tutor sessions 1 x assembly Careers in the curriculum day Workplace visit. 	<ul style="list-style-type: none"> 3 x tutor sessions 1 x assembly Careers in the curriculum day Options evening The Big Bang. 	<ul style="list-style-type: none"> 3 x tutor sessions 1 x assembly Careers in the curriculum day Workplace visit. 	<ul style="list-style-type: none"> 3 x tutor sessions 1 x assembly Careers in the curriculum day Young Enterprise competition Employer outreach visit. 	<ul style="list-style-type: none"> 3 x tutor sessions 1 x assembly Careers in the curriculum day Workplace visit. 	<ul style="list-style-type: none"> What different qualifications can you obtain at school (GCSE, BTEC, A-level, NVQ)? Which options subjects link to which careers? What is the EBacc and why is it important? How can we close the gender gap in STEM? 	<ul style="list-style-type: none"> Students can evaluate their options choices in relation to future career pathways; Students can create tailored CVs; Students understand the interview process and can identify common talking points; Students are able to attend a careers fair and ask considered questions. 	3, 5, 6, 7	<ul style="list-style-type: none"> Deliver assemblies highlighting different the relationship between options subjects and career pathways; Displays in corridors and classrooms, information on website; Local employers' presentations on their progression route; Fortnightly career-centred tutor time; Host mock interview events with employers and students; Host a careers fair with local employers and students.

Measuring success	<ul style="list-style-type: none"> Subject areas audit Completing a self-evaluation against the Gatsby benchmarks twice per academic year (via Compass) and amending provision accordingly. Students and parent[s]/carer[s] questionnaire.
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