

GATSBY Benchmark 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 students, teachers, governors and employers.”

At Balshaw’s C.E. High School we understand that the process of developing Careers Education, Information and Guidance should be an ongoing process, and whilst support is essential around key Transition points such as options and College applications, we work to ensure that Careers is a key feature of the education we provide at every stage in between these points. For this reason we have developed a Whole school 5 Year Careers Plan that encompasses all Years 7-11. A map of this plan can be found on the website.

In addition to this we also plan for links to Careers opportunities and education interwoven throughout the wider curriculum, so that Staff across the school are able to link the learning happening in the Classroom to possible future Careers opportunities.

In order to meet this benchmark Balshaw’s C.E. High School ensures that:

- The school’s Whole School Careers Plan is supported by the Senior Leadership Team and Governors at the school. Strategic responsibility for Careers is designated to a member of the Senior Leadership Team
- That the Whole School Careers Plan works towards clear Aims which enrich our students’ experiences and opportunities
- The Whole School Careers Plan is informed through expert guidance provided by the Lancashire Careers Hub and Enterprise Advisors in addition to the expertise available in house
- The annual Careers Fair provides students and their parents/carers with the opportunity to meet with representatives from various industries and fields
- The Mock interview programme in Year 10 provides students with an opportunity to develop skills that will improve their employability prospects and experience of employers
- Information on careers is available through the Careers Room and designated section in the school Library
- Parents/carers are informed of opportunities and relevant information through the school’s established communication methods including Synergy and Twitter
- The Careers Website is regularly reviewed and updated
- The school uses destination data to evaluate the effectiveness of the Careers programme
- Opportunities for Careers Information is interwoven into the Curriculum in different subject areas

At Balshaw’s this results in:

- A CEIAG programme linked to the School Development Plan
- A 5 Year Plan driven by the Gatsby Benchmarks
- A Careers programme which supports the school’s values and ethos, a programme that “Lights the Path to Excellence”, and enables students to make a positive contribution to society “not for oneself, but for others”
- A diverse range of student destinations reflecting the range of opportunities highlighted to them during their CEIAG
- A Careers programme that reflects the local context, in terms of local labour market information and economic needs
- Encourages students to develop an interest in and value the opportunities available to them

GATSBY Benchmark 2: Learning from Career and Labour Market Information

“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.”

At Balshaw's we actively seek out the most up to date information regarding opportunities available to our students. In order to provide our students with the best guidance we work with an Independent Careers Advisor who provides an expert insight into the options available to our students.

In order to meet this benchmark Balshaw's C.E. High School ensures that:

- The school provides the most up to date information for students, parents/carers, employers and staff, through a variety of means, including the website, Twitter feed, Synergy and Assemblies/In person events
- Lessons and Sessions on CEIAG, future pathways and LMI, particularly at key Transition points
- Encounters with ASK, Sixth Forms, FE Colleges and HE institutions support student and parent/carer knowledge of future pathways across all year groups
- Opportunities for students to meet with an informed advisor in one to one and group sessions
- An annual Careers Fair highlights relevant opportunities and employers in the local area

At Balshaw's this results in:

- Students with access to the information to make informed decisions during key transitions
- Students and staff have thorough knowledge of Local Market Information and future pathways
- Improved staff and student understanding of the changing world of work and FE/HE options

GATSBY Benchmark 3: Addressing the Needs of Each Student

“Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout.”

At Balshaw’s we have planned for a 5 year Careers Education, Information, Advice and Guidance programme reflecting the different needs of students at each point of their Balshaw’s journey. We use our knowledge of each student as an individual, through positive relationships and student surveys to tailor the offer to the needs of the individual.

In order to meet this benchmark Balshaw’s C.E. High School ensures that:

- The Whole School Careers Plan links directly to the differing needs of each students as individuals and reflects the changing nature of their needs during their 5 year high school experience
- All students are encouraged to follow their own particular pathway, stereotypes are challenged and individual choice encouraged
- Year 11 Careers Survey
- Year 11 are tracked for applications, personal statements, CVs, intended and actual destinations. Support is provided where necessary to ensure all Students have the best opportunity of getting to the next step
- Year 11 access to Level 6 CEIAG independent Careers Advisor for one-to-one guidance
- Year 9 GCSE Options choices are supported through the Information Evening
- Year 10 applications supported through Mock Interviews
- Engagement with Local Authority, Providers and Alumni to track 3 Years of destinations data

At Balshaw’s this results in:

- Raised aspirations and sustained improvements indicated by destinations data
- Students are fully supported through all pathway decisions
- Tracking documents ensure that intended destinations are appropriate, aspirational and contain no gaps, especially for student premium students. Intervention provided where necessary
- Students and their Parents/Carers are invited for Year 9 options interviews with their Head of House or Form Tutor

GATSBY Benchmark 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 future career paths.”

At Balshaw’s we endeavour to make the link between what is being taught in the classroom and what careers that might assist with or lead to in the future. Individual subject areas look to link what is being taught in the classroom with the practical workplace applications and make that explicit to students, through both embedded lessons and discrete activities such as tailored lessons, employer visits, speakers, extra-curricular activities and trips. Each subject area identifies where the opportunity to do this presents itself and audits these opportunities to ensure none are overlooked. Our curriculum is enhanced by our work with local employers. In PSHE standalone lessons based on careers topics are provided throughout both Key Stage 3 & 4.

Careers in PSHE

Year	Term	Unit/Lesson Titles	Brief Overview
7	Autumn term 1	<ul style="list-style-type: none"> • Goals • Skills 	<ul style="list-style-type: none"> • Exploring goals for the future including after school & future careers. • Transferable skills – how skills taught & used in different subject areas, or outside school, transfer to other subjects or activities. • What skills do employers look for? • Are transferable skills as important as subject/qualification skills?
8	Spring Term 7	<ul style="list-style-type: none"> • Goal setting, • Motivation & self awareness • Identity & the world of work 	<ul style="list-style-type: none"> • Exploring • Aspirations for the future • Strengths & interests • Career choices • Routes to employment • Employment trends
9	Autumn term 1	<ul style="list-style-type: none"> • GCSE options • Career journey & sources of career advice, • Employability • online reputation • young employees’ rights 	<ul style="list-style-type: none"> • Evaluate influences on, & sources of advice for GCSE options & careers • Making informed decisions in relation to future goals • Skills for enterprise & employability • Laws & rights relating to young people’s employment • Online reputation
10	Spring term 2	<ul style="list-style-type: none"> • Skills for employment • Applying for employment/college • Online presence & reputation 	<ul style="list-style-type: none"> • Post 16 options • Preparing for employment e.g. CV, job/college applications, interview preparation • Employment skills e.g. leadership, teamwork, presentation & communication • How to create a positive personal image & online presence • How to assess & evaluate strengths to set realistic and aspirational goals
		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

10	Summer term 2	<ul style="list-style-type: none"> • World of work 	<ul style="list-style-type: none"> • Rights & responsibilities in the work place • Health & safety at work • Evaluate changing patterns and trends in the work place – locally, nationally & internationally • How to benefit from opportunities online for career development & manage potential challenge • Positive & safe ways to create & share content online to benefit career opportunities
11	Summer term 1	<ul style="list-style-type: none"> • Transition & new opportunities • Aligning actions with goals 	<ul style="list-style-type: none"> • How to make informed decisions about different education & career pathways • Different types of employment e.g. full-time, part-time, self-employment, zero hour contracts • How to evaluate the financial advantages, disadvantages & risks in relation to different models of employment • Realistic yet aspirational goals

In order to meet this benchmark Balshaw's C.E. High School ensures that:

- Departments reflect on opportunities to highlight careers opportunities within their taught curriculum
- Careers is an integral part of the PSHE curriculum delivered to Students across the school.
- STEM activities are promoted through the Science, Technology and Maths Departments under the direction of the School Numeracy Coordinator
- Opportunities for the development of the key transferable skills of literacy and oracy are provided throughout the Curriculum

At Balshaw's this results in:

- CEIAG is evident and interwoven throughout the whole curriculum Students have a sense of purpose for the learning in the Classroom
- A strong culture of STEM development, which links well with local industry opportunities and workplace contacts
- Students are confident in expressing themselves are able to articulate themselves through mock interviews and the applications and CVs that they complete in school

GATSBY Benchmark 5: encounters with employers and employees

“Every student should have multiple opportunities to learning from employers about work, employment and the skills that are valued in the workplace. This can be through a range of activities including visiting speakers, mentoring and enterprise schemes.” As part of our commitment to a Careers plan that is truly whole school we ensure that each year group has at least one meaningful interaction with an employer or employee in each academic year. This comes through a variety of subject enhancements, speakers, trips and mentoring sessions.

In order to meet benchmark 5 Balshaw’s C.E. High School ensures that:

- There are regular opportunities for workplace and industry representatives to come into school and share their experience with our students
- Year 11 Apprenticeship Show experience
- Our Students can meet with representatives of Local Further Education and Higher Education Institutions offering vocational courses in order to understand the range of opportunities available to them
- The Annual Careers Fair provides students and parents/carers with the opportunity to discuss the opportunities available in a diverse range of industries
- Subject areas are supported in providing experiences of industry as part of their curriculum

At Balshaw’s this results in:

- Students are provided with a wide experience of a variety of different potential careers paths and institutions
- This leads to a broad range of destinations for our alumni
- Parents/carers are supported with the information they need to support their young person in making the important choices at key transition points
- A great range of industry contacts and links that is constantly developing that gives the scope to continue to develop its CEIAG offer in the future

GATSBY Benchmark 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 expand their networks.”

In order to meet benchmark 6 Balshaw’s C.E. High School ensures that:

- STEM enrichment including workplace visits
- CEIAG in the curriculum has increased use of employers supporting curriculum activities
- Expansion of curriculum trips to industry
- Virtual insights into work places including project work

At Balshaw’s this results in:

Increased student and parental awareness of the world of work and making informed decisions

Constant reinforcement that the available opportunities are immense and that research and information gathering is essential to making informed decisions

Student and parent understanding of local LMI is increased

GATSBY Benchmark 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.” When students are thinking about a future career there’s a lot to consider: our students are supported to meet and see a variety of education and training providers to assist them in making informed decisions, not only about their post-16 options, but for their futures.

Below there are some of the most common education and training routes for young people. Please note that it is alright to change directions or to find something that suits you better – it just might take a bit longer. Sometimes, thinking about long-term preferences helps to make the shorter-term decisions.

	A Levels	T Levels	Vocational	Apprenticeship
How many subjects	3-4	1	1	1
Theory or practical?	Theory	Mixed	More practical Some theory	Practical
Exam or coursework?	Exams	Exam Coursework Work-based project	Coursework Smaller exams	Assessment at work Coursework
Where?	Sixth Form/College	College	College	Work
Usual timetable	4-5 days a week	4-5 days a week +45 days industry placement	4-5 days a week	4 days in work 1 day in college
Entry Criteria (check individual courses!)	5 GCSE grade 5s (Some subjects require grade 6+)	5 GCSE grade 4 - 5s	For Level 3: 5 GCSE grade 4-5s For level 2: 2 GCSE grade 4-5s For Level 1 2 GCSE grade 3s	

We have links to the following colleges, FE and HE providers who attend assemblies, careers events, such as our annual fair, and provide opportunities for visits including:

- <https://www.runshaw.ac.uk/>
- <https://www.preston.ac.uk/>
- <https://www.cardinalnewman.ac.uk/>
- <https://www.myerscough.ac.uk/>
- <https://www.blackburn.ac.uk/>
- <https://www.wigan-leigh.ac.uk/>
- <https://www.uclan.ac.uk/>
- <https://www.edgehill.ac.uk/>
- <https://www.liverpool.ac.uk/>

In order to meet benchmark 7, Balshaw's C.E. High School ensures that:

- FE Taster Days for Year 10 and 11
- University visits
- Careers Fair with FE and Training Provider presentations
- Year 11 supported in their application to at least one College and personal statement/CV writing supported by staff
- Promotion of the National Citizenship Service
- Extended contact with training providers
- Sessions and guidance provided by ASK Project
- Increased staff awareness of different post-16 routes

At Balshaw's this results in:

- Increased student and parental awareness of post-16 options and lifelong opportunities available, the world of work and the need to make informed decisions
- Constant reinforcement of immense range of opportunities and the need to research and gather information to make informed decisions
- Range of destinations for students
- Increased staff awareness of different providers and post-16 routes

GATSBY Benchmark 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 they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.”

Providing our students with the individual guidance they need is central to the Careers strategy at Balshaw's as we recognise that all our students are unique individuals each with their own path to follow. All staff at Balshaw's are always happy to support our students when it comes to making the important choices on which route to follow, however we have a specialised team in place to ensure that expert guidance is on hand for all our young people when they need it. All Year 11 students are given appointments with our Level 6 Independent Careers Advisor and further sessions are available on request for any students who feel that they need a bit more support in the big decisions they have in front of them. The school also ensure that all students are supported in completing an application to at least one FE provider, as well as a personal statement and CV. Every student is offered the opportunity to undertake a mock interview with a member of industry.

In order to meet benchmark 8, Balshaw's C.E. High School ensures that:

- All Year 11 students receive guidance from a Level 6 Qualified IAG advisor
- Students progress towards making their important future choices is tracked and intervention put in place to support those who are struggling to prepare for this transition
- Website promotes National Careers Service website and helpline
- Careers Leader follows up on all Action Plans to ensure suitability of intended destinations

At Balshaw's this results in:

- Guidance interviews: guaranteed individual appointments for all disadvantaged students
- Staff are given responsibility for their tutees with Pastoral Staff providing additional support.
- Ensure we meet the needs of all students, prevent NEET and ensure suitability of post-16 pathway