




CAREERS DELIVERY GUIDE
2020-2021





Gatsby Bench Marks	Guidance on meeting Targets	Raedwald Trust Careers Programme Information
<p>BENCHMARK 1</p> <p>A Stable Careers Programme</p>	<p>Every school will be expected to publish details of their careers programme for young people and their parents.</p> <p>Every school should begin using the Gatsby Benchmarks to improve careers provision now and meet them by the end of 2020.</p> <p>Every school should appoint a named person to the role of Careers Leader to lead the careers programme.</p> <p>Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.</p> <p>WHAT GOOD PRACTICE LOOKS LIKE</p> <p>Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p> <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 an appropriately trained person responsible for it. 	<p>Every site has a careers plan on their website under the statutory information and performance indicators – careers. Please check this is up to date and reflects everything in this guidance document.</p> <p>Raedwald Trust Committed to the delivery of GATSBY Benchmarks by 2020.</p> <p>Martin Weston mweston@raedwaldtrust.org Careers Leader / External Lead Level 6 Trained Careers Leader</p> <p>Policy Statement On Third Party Provider Access</p> <p>Careers Education Policy</p> <p>Every Academy needs to complete Compass careers evaluation tool twice an academic year to monitor progress</p> <p>A guide to delivering on Benchmark 1</p> <p>Download guide to Benchmark 1 [PDF]</p> <p>Find an activity provider</p>







	<ul style="list-style-type: none"> • The careers programme should be published on the school’s website so students, parents, teachers and employers can access and understand it. • The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process. 	
<p>BENCHMARK 2</p> <p>Learning from career & labour market information:</p>	<p>The foundation of all careers support is access to good-quality information about the opportunities available and the progression available.</p> <p>The information provided should cover all the opportunities available and be offered in a variety of formats.</p> <p>An important element of careers education is teaching students how to access, evaluate and use careers information.</p> <p>Employers can provide careers information, through talks and networking events.</p> <p>Workplace visits, work experience and work shadowing provide first-hand experience of careers.</p>	<p>The Raedwald Trust provides Labour Market Information in a variety of ways. This includes:</p> <ul style="list-style-type: none"> • CV or Curriculum Vitae writing – each student should leave year 11 with their own CV and covering letter. To enable them to communicate their skills, qualifications and experiences to potential employers. https://www.reed.co.uk/career-advice/school-leaver-cv-template/ • Labour Market Information and Careers information– All students in key stage 3-4 should have access to and use the following resources: <p>icanbea...</p> <p>This website has many different careers related information including a Careers Wizard which matches interests to jobs. The website also provides posters for display in class rooms describing different sectors, Salary information, occupations and entry requirements.</p> <p>It also has interactive industry videos which are linked to Norfolk and Suffolk and local jobs information and live adverts.</p>

	<p>Students can gain information on future study options from talks from colleges, sixth forms, universities and apprentice providers, also by attending taster sessions.</p> <p>Careers advisors can provide careers information specific to a student’s individual interests.</p> <p>WHAT GOOD PRACTICE LOOKS LIKE</p> <p>All students and parents should have access to high-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.</p> <ul style="list-style-type: none"> • By the age of 14, all students 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 future study options to support their children. <p>Career and Labour Market Information (LMI) includes information on:</p>	<p>Students can create an account or use for free without joining. This is also available for Teaching staff, parents / guardians, the general public and professionals.</p>  <p>This website provides many resources for students, parents / guardians and teachers with regards to career and labour market information. The website has detailed information on careers, teaching resources, videos and a careers quiz to link interests with possible career options.</p>  <p>The Source is a website for young people managed by Suffolk County Council's Children and Young People's (CYP) services. It provides information and advice on everything from work, training, and education options to health, relationships, housing, money issues and much more.</p>  <p>The National Careers Service provides information, advice and guidance to help you make decisions on learning, training and work opportunities. The service is confidential, and provides impartial advice which is supported by qualified careers advisers.</p>
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	<ul style="list-style-type: none">• skills, career pathways and progression routes in the local labour market• job applications and interviews• educational institutions, courses, qualifications, entry requirements and costs• professional bodies• employment sectors, employers, jobs, salaries and employment trends• jobs, training and apprenticeships• job demands and working life• financial planning	 <p>The Raedwald Trust is committed to attending the Suffolk Skills and Careers Festival held at Trinity Park each year.</p> <p>For detailed information regarding Suffolk's Labour Market Profile this can be accessed at: https://www.nomisweb.co.uk/reports/lmp/la/1941962836/report.aspx</p> <p><u>Local Labour Market Information - Resources for Teachers / Advisors</u></p> <p>Suffolk County Council identified that there was a need for additional resources for schools regarding local labour market information and has produced a booklet - 'Suffolk Work & Skills: <i>Information for young people aged 13-19</i>' and a set of sector posters for use in the classroom.</p> <p>To accompany the booklet SCC have also produced lesson plans as well as a Powerpoint presentation that gives an overall introduction based on the booklet.</p> <p>All materials can be downloaded - please click the following links for the resource of your choice:</p> <ul style="list-style-type: none">• Suffolk Work and Skills booklet (2nd Edition) (PDF, 1.3MB)• Sector poster set of 12 posters (PDF, 2.6MB)• Suffolk Work and Skills 2018 Lesson Plans (PDF, 650KB)• Suffolk Work and Skills presentation (PDF, 1MB)
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		<ul style="list-style-type: none"> • STEM – Science, Technology, Engineering and Mathematics. The Trust is committed to developing and promoting these subjects through careers education and class room education of these sectors. • Experiences of the World of Work – The Raedwald Trust is committed to providing Year9-Yr11 students experience the world of work through work placements, work related learning, work experiences and a rich vocational offer. In Years 1-8 Young people will experience contact with employers through employer engagement activities both in and out of school, combined with a rich vocational offer. <p><u>A guide to delivering on Benchmark 2</u></p> <p>Download a guide to understanding this benchmark and developing your careers activities.</p> <p><u>Download guide to Benchmark 2 [PDF]</u></p> <p><u>Download SEND guide to Benchmark 2 [PDF]</u></p> <p><u>Find an activity provider</u></p>
<p>BENCHMARK 3</p> <p>Addressing the Needs of Each Student</p>	<p>Careers Education Programme should include activities on challenging stereotyping in careers choices and overcoming barriers to progression.</p> <p>Introducing students to employers from sectors they may have dismissed can help to challenge stereotypical career choices</p>	<p>The Raedwald Trust meets this benchmark through the following activities:</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • The Raedwald Trust is part of the New Anglia Enterprise Adviser Network is a national programme being delivered at a local level across Norfolk and Suffolk, recruiting senior business leaders to work voluntarily with secondary schools and colleges as ‘Enterprise Advisers’. Enterprise Advisers work strategically with senior leaders in schools and colleges, supporting them to develop and enhance their business engagement plans.

	<p>Different work place experiences might be arranged for different students, depending on their courses of study and careers aspirations.</p> <p>Visits to universities in key stage 3-4 can help to promote higher education to students who may not have considered it as an option.</p> <p>Effective links with tutorial and pastoral staff can help to identify when students might benefit from access to guidance.</p> <p>WHAT GOOD PRACTICE LOOKS LIKE</p> <p>Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to each of these stages, with diversity and equality embedded in the school’s careers programme.</p> <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 student and subsequent agreed decisions. All students should have access to these records to support their career development. 	<p>The Trust has a group of Enterprise advisors who meet on a half termly basis to plan and deliver employer engagement activities across the Trust this involves Interview Training, careers talks and employer engagement sessions. For further details please contact Martin Weston – External Lead / Careers Leader mweston@raedwaldtrust.org</p> <p> The Network for East Anglian Collaborative Outreach (neaco) aims to help young people from East Anglia with little or no experience of university to explore the world of higher education. Neaco work with students in years 9-13 who live in areas identified by the Government with low rates of progression to higher education.</p> <p>A guide to delivering on Benchmark 3</p> <p>Download a guide to understanding this benchmark and developing your careers activities.</p> <p>Download guide to Benchmark 3 [PDF]</p> <p>Find an activity provider</p>
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	<ul style="list-style-type: none"> • Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school. 	
<p>BENCHMARK 4</p> <p>Linking Curriculum learning to careers</p>	<p>Subject specific employer engagement sessions.</p> <p>Employers may offer CV writing and employability skills workshops.</p> <p>Maximise the learning from work experience, preparation and debriefing activities should be planned in the careers education programme.</p> <p>Careers education programmes should include taster sessions at colleges and universities.</p> <p>Within careers education students should learn how to access and make good use of career guidance services.</p> <p>WHAT GOOD PRACTICE LOOKS LIKE</p> <p>All teachers link curriculum learning with careers.</p> <ul style="list-style-type: none"> • Science, technology, engineering and 	<p><u>The Raedwald Trust met this guideline by offering students the following:-</u></p> <ul style="list-style-type: none"> • Employer engagement activities across the Trust this involves Interview Training, CV writing, careers talks, assemblies and employer engagement sessions. • Subject specific careers lessons with employers involves where possible. • Subjects using videos from internet providers listed in Benchmark 2 to show industry and jobs specific to Suffolk. • Work experience and work related learning opportunities. <p><u>Post 16 Providers, 6th Form Colleges and Apprenticeship main contacts below:</u></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Suffolk New College</p> </div> <div style="text-align: center;">  <p>Easton + Otley College</p> </div> <div style="text-align: center;">  <p>one</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  <p>NORTHGATE SIXTH FORM CENTRE IPSWICH</p> </div> <div style="text-align: center;">  <p>COPELSTON HIGH SCHOOL AND SIXTH FORM</p> </div> <div style="text-align: center;">  <p>University of Suffolk</p> </div> </div>

mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.

- By the age of 14, every student has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers.
- All subject teachers emphasise the importance of succeeding in English and maths.

WHAT GOOD LOOKS LIKE

All teachers link curriculum learning with careers. • Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.

- By the age of 14, every student has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers.
- All subject teachers emphasise the importance of succeeding in English and maths.

The three main ways of delivering careers in the curriculum are:



YOUTH
CAN
DO IT

WS training
engaging. memorable. effective!



[A guide to delivering on Benchmark 4](#)

[Download a guide to understanding this benchmark and developing your careers activities.](#)

[Download guide to Benchmark 4 \[PDF\]](#)

[Find an activity provider](#)

	<ul style="list-style-type: none"> • Providing career learning as a subject in its own right: in this approach careers content is delivered as a discrete curriculum, e.g. careers education or as part of PSHE. • Incorporating career learning within other subjects: In this approach careers content is delivered through subjects, e.g. personal financial planning skills taught in maths, self-presentation skills taught in English. Ideally this approach both provides career learning and enhances the subject learning e.g. by showing how a mathematical technique is used in the real world and bring employers into the classroom. • Organising career learning through co-curriculum activities (e.g. enrichment activities strongly connected to the formal curriculum: In this approach careers content is delivered through informal and voluntary learning activities which have a strong connection to the curriculum e.g. STEM clubs to build on student’s interest in science, technology, engineering and maths. 	
<p>BENCHMARK 5</p> <p>Encounters with employers and employees</p>	<p>Students should have the opportunity to have meaningful encounters with employers in and out of the Trust academies.</p> <p>Visits to colleges and universities.</p>	<p>The Raedwald Trust is dedicated to providing students with the following:</p> <ul style="list-style-type: none"> • Employer engagement activities across the Trust this involves Interview Training, CV writing, careers talks, assemblies and employer engagement sessions.

	<p>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.</p> <p>All/the overwhelming majority of pupils should have at least one meaningful encounter with an employer every year.</p> <p>WHAT GOOD LOOKS LIKE</p> <p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p> <ul style="list-style-type: none"> • Students should participate in at least one meaningful encounter with an employer every year between years 7-13. • Work with your regional LEP to make sure you are aligning to the strategic economic plan of the region. 	<ul style="list-style-type: none"> • Work Experience Placements • Work visits • Vocational Learning opportunities • Work related learning opportunities • Volunteering • Work shadowing • Work place visits <p><u>A guide to delivering on Benchmark 5</u></p> <p>Download a guide to understanding this benchmark and developing your careers activities.</p> <p><u>Download guide to Benchmark 5 [PDF]</u></p> <p><u>Find an activity provider</u></p>
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<p>BENCHMARK 6</p> <p>Experiences of workplaces</p>	<p>It's important for pupils to experience the workplace environment to understand the context in which they could one day be working. Students should have the opportunity to have meaningful encounters with employers in and out of the Trust academies. Visits to colleges and universities.</p> <p>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.</p> <p>All/the overwhelming majority of pupils should have at least one meaningful encounter with an employer every year.</p> <p>WHAT GOOD LOOKS LIKE</p> <p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/ or work experience to help their exploration of career opportunities, and expand their networks.</p> <ul style="list-style-type: none"> • By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have. 	<p>The Raedwald Trust is dedicated to providing students with the following:</p> <ul style="list-style-type: none"> • Employer engagement activities across the Trust this involves Interview Training, CV writing, careers talks, assemblies and employer engagement sessions. • Work Experience Placements • Work visits • Vocational Learning opportunities • Work related learning opportunities • Volunteering • Work shadowing • Work place visits <p>A guide to delivering on Benchmark 6</p> <p>Download a guide to understanding this benchmark and developing your careers activities.</p> <p>Download guide to Benchmark 6 [PDF]</p> <p>Find an activity provider</p>
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<p>BENCHMARK 7</p> <p>Encounters with further education and higher education</p>	<p>Careers provision should cover further and higher education as well as potential professions. Pupils should have encounters with these organisations whilst at school.</p> <p>By the time they leave school all/the overwhelming majority of pupils:</p> <ul style="list-style-type: none"> • Have had meaningful encounters with sixth form colleges • 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 universities • Have had at least two meaningful visits to universities to meet staff and students 	<p>Please refer to Benchmarks 3 and 4 for links to organisations to meet these Benchmarks.</p> <p>A guide to delivering on Benchmark 7</p> <p>Apprenticeship information can be found at the following sites:</p> <p>https://www.gov.uk/apply-apprenticeship</p> <p>https://www.indeed.co.uk/jobs?q=Apprenticeship&l=Ipswich&radius=5</p> <p>Download a guide to understanding this benchmark and developing your careers activities.</p> <p>Download guide to Benchmark 7 [PDF]</p> <p>Find an activity provider</p>
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	<p>WHAT GOOD LOOKS LIKE</p> <p>All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.</p> <ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities. 	
<p>BENCHMARK 8</p> <p>Personal Guidance</p>	<p>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.</p> <p>All students should have had an interview with a professional and impartial careers adviser by the end of year 11</p> <p>WHAT GOOD LOOKS LIKE</p> <ul style="list-style-type: none"> • Every student should have opportunities for guidance interviews with a Careers Adviser, 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 	<p>The Raedwald Trust has invested in developing the following roles across the Trust to ensure that every student has the opportunity to spend time with a qualified level 6 careers advisor and a current careers programme.</p> <p>Martin Weston External Lead / Careers Leader mweston@raedwaldtrust.org</p> <p>Jayne Williams Alltogether Practitioner Careers Guidance Professional –Level 6 Information, advice and Guidance jwilliams@raedwaldtrust.org</p> <p><u>A guide to delivering on Benchmark 8</u></p> <p>Download a guide to understanding this benchmark and developing your</p>

	<p>career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.</p> <ul style="list-style-type: none">• Every student should have at least one such interview by the age of 16	<p>careers activities.</p> <p>Download guide to Benchmark 8 [PDF]</p> <p>Find an activity provider</p>
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