

Careers Plan



HIGHER EDUCATION	GBM	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
UCAS Clearing	3,8												
Career Service Induction	1												
UCAS Application Process Presentation	3												
Choosing a University and course advice	3												
Effective Personal Statements	3,8												
University Talks and Stalls	7												
University Visits	7												
Student Finance Presentations	7												
Student Finance Application Support	3,8												
University Interviews Masterclass	7												
Visit to UCAS Convention	7												
Budgeting for University	3												
Careers Fair	7												
Promotion of University Taster Days	3,7												
Promotion of University Widening Participation Schemes	3,7												
What is UCAS Extra?	3,7												
What is Clearing?	3,7												

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EMPLOYABILITY	GBM	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
CV Building Workshop	2,3,4												
Apprenticeship Awareness Workshop	2,3,4												
Job Shop	2,3,4,5												
Interview Preparation	3,5,8												
Job Applications	2,3,4,8												
Apprenticeship Search and Applications	2,3,4,8												
LMI Session	2,3,4,5												
Careers Fair	4,5												
LMI For All Online Tool	2,4												
Develop Self Marketing and Networking Workshop	2,3,4												
National Careers Week/Apprenticeship Week Activities	2,3,4,5,6												
Virtual Learning Environment Careers Resources	1,2,3,8												
Internal Progression Interviews	3,4,8												
Apprenticeship Open Event	3,5												

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ENCOUNTERS WITH EMPLOYERS	GBM	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Subject Specific Employer Guest Speakers	2,4,5												
Subject Specific Workplace Visits	2,4,5,6												
ENTERPRISE ENCOUNTERS	GBM	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Enterprise Workshops	2												
PERSONAL GUIDANCE	GBM	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Enrolment Careers Guidance	3,8												
Careers Guidance Interviews Available by Appointment	3,8												
Don't walk, talk transfer clinics	3,8												
Progression Careers Interviews	3,8												
Open Evening Careers Advice	3,8												

LEARNING OUTCOMES:

- Be aware of your passion, skills and work preferences and understand how these could inform your career choices.
- Have a broad range of career opportunities which enables informed decision making.
- Understand the local and national labour market is changing and what this means for career choices.
- Be inspired and motivated by career opportunities which you otherwise may not have considered.
- Develop, evidence and articulate knowledge and skills to support transition into workplace.

If you have any feedback on our careers plan, please scan the code below to let us know:



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WHAT ARE THE **GATSBY BENCH MARKS?**

1	2	3	4	5	6	7	8
A STABLE CAREERS PROGRAMME	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	ADDRESSING THE NEEDS OF EACH YOUNG PERSON	LINKING CURRICULUM LEARNING TO CAREERS	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	EXPERIENCES OF WORKPLACES	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	PERSONAL GUIDANCE
Every provider should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies.	All learners, parents and carers, subject staff and other staff who support learners should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All learners will need the support of an informed adviser to make the best use of available information.	Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are absent.	As part of the providers programme of careers education, all subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. Subject staff should highlight the progression routes for their subject and the relevance of knowledge and skills developed in their subject for a wide range of future career paths.	Every learner 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, and could include learners' own part-time employment where it exists.	Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.	Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of provider staff) or external, provided they are trained to an appropriate level. These meetings should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be scheduled to meet individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.