

## **Our Careers Programme**

We have based our Careers Programme on the Gatsby Benchmark criteria to enable our students to make informed and realistic choices about their future. This includes:

### **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, parents, teachers, governors and employers.

### **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 adviser to make the best use of available information.

### **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.

### **Benchmark 4: Linking Curriculum Learning to Careers**

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.

### **Benchmark 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.

### **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.

### **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.



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## Benchmark 8: Personal Guidance

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 career choices are being made. They should be expected for all Students but should be timed to meet their individual needs.



<b>Event/Activity</b>	<b>Term</b>
Unit 1 – Employability Skills In this unit, Key Stage 3 pupils explore employability skills, qualities and values.	<b>Autumn</b>
Unit 1 – My Choices In this unit, year 10 pupils investigate the importance of creativity, teamwork, innovation and a 'can do' attitude.	
Unit 1 – What Are My Options? In this unit, year 11 pupils take part in activities that involve researching information about further education, training and career options available to them.	
Unit 2 - The Work Generator In this unit, Key Stage 3 pupils learn about the different employment sectors.	<b>Spring</b>
Unit 2 – It's All About You The aim of this unit is to give year 10 pupils an opportunity to think about career planning and their future options.	
Unit 2 – The Right Move In this unit, year 11 pupils take part in activities that help them to identify their talents and interests.	
Unit 3 - First Steps In this unit, Key Stage 3 pupils assess their personal skills and achievements.	<b>Summer</b>
Unit 3 – Reap The Rewards In this unit, year 10 pupils investigate qualifications. Consider the benefits of gaining qualifications and whether some jobs require certain qualifications.	
Unit 3 – Employ Me In this unit, year 11 pupils begin to recognise the skills and qualities required in the workplace and what they look like in practice.	

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