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## CAREERS POLICY

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<b>Policy Number:</b>	<b>14</b>
<b>Member of Staff Responsible for the Policy:</b>	<b>Julie Kettlewell</b>
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## Statement of Intent

Huntington School and the governing body are committed to enabling young people to learn about careers, learning and employability so that they can manage their own development and make life choices and decisions that will benefit their own wellbeing and contribute to the wellbeing of others.

This policy is written taking into account a number of key policies and statutory guidance including:

- Career Development Institute (CDI) Career Development Framework (2021)
- Education Act 2011 and statutory guidance for governing bodies, school leaders and school staff (DfE, 2018) Careers guidance and access for education and training providers (2018)
- Gatsby Benchmarks of Good Careers Guidance
- Ofsted Inspection Framework (2019 & subsequent updates)
- Careers Strategy: making the most of everyone's skills and talents (DfE, 2017 & subsequent updates).

## The Governing Body

1. Ensure there is a named link governor responsible for taking a strategic interest in career and encouraging employment.
2. Ensure all students at the school are provided with independent careers advice from Year 7 to Year 13 and that the independent careers guidance provided is presented in an impartial manner.
3. Endorse that the guidance includes information on the range of education and training options at each key transition point; including sixth forms, colleges, and other vocational pathways such as apprenticeships.
4. Supports arrangements for the independent careers guidance provided to students to be impartial and that the person giving the guidance is considering the best interests of the individual.

## Commitment

1. The DfE 'strongly recommends' that all secondary schools work towards and achieve the national 'Quality in Careers Standard'. Huntington School successfully achieved this in 2024 and is committed to maintaining this accreditation.
2. Huntington School is committed to raising the aspirations and ambitions of all its students, improving their eventual employability and life chances by providing a planned programme of careers education; a stable, structured careers programme; individual advice and guidance; and work-related learning for all students in Years 7-13.



3. The School is committed to independent and impartial guidance. To address this the school employs a specialist, Careers Adviser who delivers impartial careers information, advice and guidance. The school's careers adviser is a registered professional with the Career Development Institute (CDI), and follows the CDI code of ethics (2024 and subsequent updates).
4. To provide sustained contacts with employers, mentors and coaches who can inspire students.
5. To have a clear strategy for the advice and guidance provided to young people in line with the Gatsby Benchmarks.
6. To provide access to a range of activities that inspire young people including encounters with employers, colleges, universities and training providers.
7. To continue to develop the online resources and provide signposting to online careers resources.
8. To have a fully inclusive careers and employability programme to challenge stereotyping in career decision making.
9. The school's career's programme addresses the 6 career development skills that people need to have a positive career (based on the 2021 CDI framework):
  - Grow throughout life
  - Explore possibilities
  - Manage career
  - Create opportunities
  - Balance life and work
  - See the bigger picture

The school is committed to ensuring that all students at Huntington School have an entitlement to develop their skills and knowledge to make informed and ambitious choices about their future careers pathways at all key transition points.

- In Year 7 as students make the transition to secondary school
- In Year 8 and 9 at the end of Key stage 3
- In Year 10 and 11 at the end of Key Stage 4
- In Year 12 & 13 at the end of Key Stage 5

This policy will be reviewed annually to take into account any changes through discussions and evaluation with teaching staff; the school's Careers Adviser, students, parents, governors, advisory staff and other external partners such as Achieving for Children and the Careers & Enterprise Company.

### **Links with other policies**

Careers and employability supports and is underpinned by key school policies including:

- The School Development Plan
- Equality Policy
- Health and Safety Policy
- Spiritual, Moral, Social and Cultural Education
- Safeguarding and child protection
- Special needs and disability policy.



- Work Experience Policy

Students in their education should seek to go beyond their potential and through a combination of an outstanding education and good careers education and individual guidance will go on to be successful and fulfilled citizens committed to lifelong learning and improvement.

## Objectives

1. **Students' needs** (Gatsby Benchmarks 3 and 8) The Careers and Employability programme is designed to meet the needs of all students at Huntington School. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. As a part of our commitment to inclusion special care is taken to ensure students with an Education, Health and Care Plan and other disadvantaged students have access to advice and guidance at each stage of their education.
2. **Entitlement** (Gatsby Benchmarks 1-8) (See Appendix 1) Students are entitled to careers education and employability learning that meets the professional standards of practice and are person-centred, impartial and confidential. It also will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme aims to raise aspirations, challenge stereotyping and promote equality and diversity through a variety of activities. We seek to create multiple opportunities for students to meet with employers and other educational providers throughout their time at Huntington School. These experiences are further consolidated through PDP, enrichment, activities days and tutor time (see Appendix 2 for an overview of the key elements). Student experiences are recorded in their PSHE books and on Unifrog to enable monitoring and evaluation and all careers' activities are tracked and regularly evaluated through Compass Plus.

## Implementation

1. **Line Management** (Gatsby Benchmark 1)  
The Head of Careers/Careers Leader reports to the Assistant Headteacher responsible for Personal Development (see Appendix 4 for Roles and Responsibilities).
2. **Staffing** (Gatsby Benchmark 1)  
All staff through the tutorial system and in PDP contribute to careers education and employability through their roles as tutors and subject teachers. Careers related sessions are delivered by tutors at designated points during the academic year with the support of the Careers team. Teachers are also involved in supporting numerous careers events through the year and teach careers explicitly through their own subject curriculum. Teachers are regularly trained by the Careers Leader on the key knowledge and skills.



The Careers Leader has overall responsibility for the provision for Careers and employability learning in the school. They work in conjunction with the Heads of Year, Subject Leader of PSHE and SENCO.

The careers and employability programme is planned, monitored and evaluated by the Careers Leader and Subject Leader of PSHE.

3. **Curriculum** (Gatsby Benchmark 4)

The school seeks to ensure all students achieve their potential and acquire the core skills of numeracy, literacy and ICT as well as a wide-ranging curriculum across Key stage 3 to 5. Students at risk of underachieving are identified; support and intervention are provided for those who require improvement. The careers and employability programme includes careers guidance activities appropriate to the 3 key stages. This is delivered through a series of PDP lessons, tutor time and activities days during the year. Additionally, Year assemblies regularly address careers and employability topics. An overview of CEIAG is available. Furthermore, Subject Leaders, particularly in the STEM subjects, highlight the relevance of these subjects to a wide range of future careers paths and challenge stereotypes associated with them. Students, staff, parents/carers and (where applicable) employers are actively involved in the monitoring, review and evaluation of activities.

4. **Partnerships** (Gatsby Benchmarks 5, 6 and 7)

Partnership Agreements are negotiated between the school and other service providers including but not limited to York College, NYBEP, Askham Bryan College and the City of York Council. These partnerships are largely for the quality assurance of Post-16 transitions, support and monitoring. The school also works more informally with many other organisations where data sharing agreements are not required (see Appendix 3). These partnerships ensure opportunities for encounters with employers and employees from the world of work and encounters with further and higher education.

5. **Resources** (Gatsby Benchmarks 1 and 2)

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the Careers and Employability area. The Careers Leader is responsible for the effective deployment of resources. Sources of external funding are actively sought whenever available. Careers information is available on the School website. Unifrog is another careers platform used throughout school and particularly with older students.

6. **Staff Development** (Gatsby Benchmark 1)

Staff training needs are identified and training is put in place, led by appropriate individuals in conjunction with Assistant Head in charge of Learning and Teaching. Training is put in place to ensure the Careers Lead and other staff, with



responsibility for careers, are kept up to date. Teachers are regularly updated and trained through Staff Meetings, Training Days and other sources of CPD. Some staff training is statutory, and additional training is offered based upon staff voice. Funding for training is accessed through school funds. The school will endeavour to meet training needs within a reasonable time period.

7. **Monitoring, review and evaluation** (Gatsby Benchmark 1)

The Quality in Careers Standard has been achieved and there is an intention to upkeep this accreditation as required through the rigorous process of self-evaluation and review. In addition to this, the programme will be monitored at least three times per year by the Careers team to identify areas for improvement.

Evaluation takes place in a variety of ways:

- Systematic feedback from staff, students, parents/carers and employers at least once per year.
- Regular feedback from students, staff, parents/carers and employers (as applicable) taken following careers events or modules throughout the year.
- Compass Plus Evaluation undertaken at least 3 times per year to monitor provision against Gatsby Benchmarks.
- Monitoring of entitlement and employability skills against Gatsby Benchmarks, CDI Framework and School priorities at least once per year.
- Staff involved provide feedback on the strengths and areas for development verbally and through evaluation forms.
- Tutors talk to tutor groups and ask for feedback.
- Feedback from Governors following updates from the Careers Leader (at least three times annually) and through Governor Link Meetings
- Any external volunteers are regularly asked for feedback after events.
- Destination data is looked at by SLT to inform future planning and priorities.
- Regular line management meetings to evaluate activities.



## APPENDIX 1



### Huntington School Aspirations (Careers) Department Student Entitlement

Huntington School is committed to raising the aspirations and ambitions of all our students, regardless of their individual needs. The aim of our programme of careers is to ensure that when students finish their journey at Huntington, they are prepared to become successful, responsible and hardworking citizens in society. The provision they receive, during their time at Huntington, will help to improve their eventual employability and life chances by ensuring an excellent programme of careers education; individual advice and guidance; and work-related learning.

**All students at Huntington are entitled to impartial and independent Careers Education, information, Advice and Guidance (CEIAG) that:**

- Is inclusive and centred around the student and their individual needs.
- Is integrated into the students' experience of the whole curriculum.
- Encourages all students to consider their career throughout all Key Stages
- Encourages all students to develop decision making skills.
- Equips all students for independent learning and lifelong learning including careers research skills.
- Prepares all students for future employability.
- Prepares all students for the personal financial management needs of the adult world.
- Provides each student with careers guidance from an impartial career adviser.
- Raises aspirations and promotes equality and diversity, challenging negative stereotypes.
- Encourages all students to use goal setting strategies to action and review next steps.



## **All Huntington students are entitled to:**

- A range of activities and opportunities that promote self-development, career planning and career management.
- Access to up to date, relevant, comprehensive and impartial advice from a Careers Adviser and other accredited careers resources
- Individual careers advice from form tutors, subject teachers, pastoral staff and the Senior Leadership Team (SLT) as required.
- Appropriate support from staff to enable them to attain and achieve an appropriate school/college/university course, apprenticeship, training or post-18 employment.
- Careers support which is personalised to their own specific needs and abilities.
- Have parents/carers informed about CEIAG updates and events, with parents/carers being asked for regular feedback around Huntington's careers provision.

## **By the end of Key Stage 3 you will:**

- Experience a careers and employability programme (through PSHE and drop-down days) focused on your personal careers' development.
- Begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals.
- Be able to access careers resources such Start Profiles, I could and the National Careers Service
- Set targets and review your progress through the Unifrog platform and other resources.
- Receive careers information and on-going support from staff such as the Aspirations team, your form tutor, year group teams and learning support staff.
- Be fully supported through the KS4 Progression process by the Aspirations team, subject leaders and SLT.
- Be given the opportunity to speak to various employers and representatives from the world of work, education and training.
- Learn about money management skills and financial planning.
- Investigate choices and opportunities available to you in the world of education and work.
- Know how to make decisions about your choice of GCSE options at Key Stage 4 and the implications for your future.
- Have taken part in an enterprise activity and other simulated work experiences.
- Be, where more support is needed, provided access to mentoring/coaching – including meetings with the school's impartial Careers Adviser.
- Will be able to provide feedback around all careers and employability activities which will be taken seriously and fully valued by the Aspirations team and SLT.



## **By the end of Key Stage 4 you will:**

- Experience a careers and employability programme (through PSHE and drop-down days) focused on your personal careers' development.
- Be given the opportunity and support to apply to sixth form, colleges, apprenticeships and other training providers.
- Develop a range of employability skills and be given the opportunity to participate in mock interviews.
- Receive information and advice regarding post-16 and 18 options and opportunities.
- Make realistic and informed choices about all options available to you at post 16.
- Be given the opportunity to take part in work experience or other work related and enterprise activities.
- Have guidance in money management skills and financial awareness.
- Have an opportunity for an interview with an impartial and independent Careers Adviser and any other required support and mentoring.
- Set targets and review your progress through the Unifrog platform and other resources.
- Be able to access careers resources such Start Profiles, I could, Prospects, National Careers Service, National Apprenticeships Service and other education and training providers (both remote and in-person)
- Access to annual events for Year 10/11 students i.e. Careers fairs, employability workshops, college open days & university trips
- Be able to provide feedback around all careers and employability activities which will be taken seriously and fully valued by the Aspirations team and SLT.

## **By the end of Key Stage 5 you will:**

- Participate in a careers enrichment programme focused on your personal development through tutor time, PSHE and other events
- Have the opportunity to set targets and review your progress through on-going support from your tutor, subject teachers, pastoral team and Aspirations team.
- Have received information on all options available to you including the range of university courses, apprenticeships, in-house training with employers, gap years and other opportunities including switching courses during KS5.
- Undertake careers research, track progress and evaluate your experiences using Unifrog and other resources/support.
- Have access to careers advice and guidance with our impartial Careers Adviser
- Have been given the opportunity to take part in enterprise and challenge activities.
- Understand the UCAS process and be able to research different universities and courses.
- Have been given guidance and support to help write a personal statement, apply to university and apply for apprenticeships/employment as appropriate.
- Have access to opportunities such as university taster days, enrichment lectures, apprenticeship recruitment events and work experience (virtual and in person)



# Huntington School

*Learn and succeed*

- Have taken part in a Higher Education event and received information about university open events (with the option of attending in school-time)
- Take part in physical work experience through the PDP programme, and other work-related learning opportunities.
- Have encounters with employers and education/training providers through various events such as the Year 12 Employability Day and the Aspirations Fair



## APPENDIX 2

### CAREERS PROVISION OVERVIEW

The Huntington School Aspirations (careers) curriculum is planned and delivered in line with the 8 Gatsby Benchmarks of Good Career Guidance. It also uses the suggested framework of the Career Development Institute (CDI) which sets out what learners should be able to know and do by the time they leave education, with respect to careers.

The Gatsby Benchmarks, first set out in the 2017 Government Careers Strategy, define what excellent career guidance should look like. The benchmarks are shown below:

1. Stable careers programme
  2. Learning from career and labour market information
  3. Addressing the needs of each pupil
  4. Linking curriculum learning to careers
  5. Encounters with employers and employees
  6. Experiences of workplaces
  7. Encounters with further and higher education
  8. Personal guidance

The CDI Framework describes six main career development skills that lead to positive careers. These are shown below:

1. Grow throughout life
2. Explore possibilities
3. Manage career
4. Create opportunities
5. Balance life and work
6. See the big picture

Each of these areas are subdivided into more specific objectives. All of these objectives are covered by our careers programme.

The following information show our careers programme, and how that programme conforms to the Gatsby Benchmarks and CDI framework. The presence of this stable careers programme evidences Huntington School's achievement of **Gatsby 1**.

**In addition to the information provided in the PDF, the school is also committed to the explicit teaching of careers through all curriculum subjects (Gatsby 4). For more information on how this looks at Huntington, click [here](#).**



Year 7 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
STEM Employability Morning	6,5,3,2	<ul style="list-style-type: none"> <li>learning from setbacks and challenges</li> <li>being aware that trends in technology and science have implications for career</li> <li>being aware of the relationship between career and the natural environment</li> </ul>
National Careers Week activities in form, assembly and curriculum subjects	3,4,5,2,7	<ul style="list-style-type: none"> <li>being aware of heritage, identity and values</li> <li>learning from setbacks and challenges</li> <li>recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</li> </ul>
Introduction to Unifrog platform to track careers activities and interventions throughout school	2,3,8	<ul style="list-style-type: none"> <li>recording achievements</li> <li>learning from setbacks and challenges</li> <li>being aware of a range of different media, information sources and viewpoints</li> </ul>

Year 7 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Introduction to Aspirations PSHE module including remote Aspirations Fair visit	3,7,5,8,2	<ul style="list-style-type: none"> <li>being aware of the sources of help and support available and responding positively to feedback</li> <li>being aware of the range of different sectors and organisations where they can work</li> <li>being aware that career describes their journey through life, learning and work</li> <li>imagining a range of possibilities for themselves in their career</li> <li>being aware of the concept of work-life balance</li> <li>being aware that physical and mental wellbeing are important</li> <li>being aware of different life stages and life roles</li> <li>recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</li> <li>being aware that there are trends in local and national labour markets</li> <li>being aware of the relationship between career, politics and the economy</li> </ul>

Year 8 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Raising Aspirations Morning	5,3,7,2,8	<ul style="list-style-type: none"> <li>being aware that learning, skills and qualifications are important for career</li> <li>being aware of the main learning pathways (e.g. university, college and apprenticeships)</li> <li>being aware of the range of ways that organisations undertake recruitment and selection</li> <li>developing friendships and relationships with others</li> <li>being able to identify a role model and being aware of the value of leadership</li> <li>being aware of the concept of entrepreneurialism and self-employment</li> <li>being aware of the ways that they can be involved in their family and community</li> <li>recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</li> <li>being aware that trends in technology and science have implications for career</li> <li>being aware of the relationship between career, community and society</li> </ul>



Year 8 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
National Careers Week activities in form, assembly and curriculum subjects	3,4,5,2,7	<ul style="list-style-type: none"> <li>being aware of heritage, identity and values</li> <li>learning from setbacks and challenges</li> <li>recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</li> </ul>
Careers research lessons delivered through ICT curriculum	2,7,3,4,8	<ul style="list-style-type: none"> <li>identifying common sources of information about the labour market and the education system</li> <li>imagining a range of possibilities for themselves in their career</li> <li>being aware that different jobs and careers bring different challenges and rewards</li> <li>being aware that it is important to take initiative in their learning and life</li> <li>being aware of different life stages and life roles</li> <li>being aware of a range of different media, information sources and viewpoints</li> <li>being aware that there are trends in local and national labour markets</li> </ul>

Year 9 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Supported KS4 Progression (options) process including progression evening and presentations in lessons	8,2,3,4,7	<ul style="list-style-type: none"> <li>being aware that many jobs require learning, skills and minimum qualifications</li> <li>looking forward to the future</li> <li>managing the transition into secondary school and preparing for choosing their GCSEs</li> <li>being aware of money and that individuals and families have to actively manage their finances</li> <li>being aware of different life stages and life roles</li> </ul>
Aspirations Fair (Compulsory Attendance)	3,7,5,2,8,4	<ul style="list-style-type: none"> <li>being aware of the range of different sectors and organisations where they can work</li> <li>imagining a range of possibilities for themselves in their career</li> <li>being aware of different life stages and life roles</li> <li>being aware of the relationship between career, politics and the economy</li> </ul>

Year 9 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Year 9 guidance discussion (careers interview) allocated to every student	8,3,7,2	<ul style="list-style-type: none"> <li>being aware that many jobs require learning, skills and minimum qualifications</li> <li>being aware that different jobs and careers bring different challenges and rewards</li> <li>managing the transition into secondary school and preparing for choosing their GCSEs</li> <li>learning from setbacks and challenges</li> <li>developing the ability to communicate their needs and wants</li> <li>being aware of different life stages and life roles</li> <li>being aware that there are trends in local and national labour markets</li> </ul>



Year 9 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Aspirations PSHE module based on developing employability skills for a changing world	8,2,3,5,4,6,7	<ul style="list-style-type: none"> <li>being aware of the range of ways that organisations undertake recruitment and selection</li> <li>being aware that building a career will require them to be imaginative and flexible</li> <li>being aware of money and that individuals and families have to actively manage their finances</li> <li>being aware of rights and responsibilities in the workplace and in society</li> <li>being aware of a range of different media, information sources and viewpoints</li> <li>being aware of the relationship between career, politics and the economy</li> </ul>
National Careers Week activities in form, assembly and curriculum subjects	3,4,5,2,7	<ul style="list-style-type: none"> <li>being aware of heritage, identity and values</li> <li>learning from setbacks and challenges</li> <li>recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</li> </ul>

Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Preparing for the World of Work Morning	8,3,5,2,7	<ul style="list-style-type: none"> <li>reflecting positively engaging in learning and taking action to achieve good outcomes</li> <li>considering what jobs and roles are interesting</li> <li>researching the labour market and the education system</li> <li>researching the learning and qualification requirements for jobs and careers that they are interested in</li> <li>researching the range of workplaces and what it is like to work there</li> <li>researching how recruitment and selection processes work and what they need to do to succeed in them</li> <li>recognising the different ways in which people talk about career and reflecting on its meaning to them</li> <li>making plans and developing a pathway into their future</li> <li>thinking about how they deal with and learn from challenges and setbacks</li> </ul>

Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Preparing for the World of Work Morning	8,3,5,2,7	<ul style="list-style-type: none"> <li>developing friendships and relationships and reflecting on their relationship to their career</li> <li>being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</li> <li>being willing to speak up for themselves and others</li> <li>reflecting on the different ways in which people balance their work and life</li> <li>reflecting on their physical and mental wellbeing and considering how they can improve these</li> <li>recognising the role that money and finances will play, in the decisions that they make and, in their life and career</li> <li>recognising the role that they play in their family and community and considering how that might shape their career</li> <li>developing knowledge of rights and responsibilities in the workplace and in society</li> </ul>



Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Preparing for the World of Work Morning	8,3,5,2,7	<ul style="list-style-type: none"> <li>identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</li> <li>evaluating different media, information sources and viewpoints</li> <li>exploring local and national labour market trends</li> <li>exploring trends in technology and science</li> <li>exploring the relationship between career and the environment</li> </ul>

Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Aspirations Fair (Compulsory Attendance)	3,7,5,2,8,4	<ul style="list-style-type: none"> <li>positively engaging in learning and taking action to achieve good outcomes</li> <li>reflecting on and recording achievements, experiences and learning</li> <li>considering what jobs and roles are interesting</li> <li>researching the labour market and the education system</li> <li>researching the learning and qualification requirements for jobs and careers that they are interested in</li> <li>researching the range of workplaces and what it is like to work there</li> <li>researching how recruitment and selection processes work and what they need to do to succeed in them</li> <li>building their confidence and optimism about their future</li> <li>considering the risks and rewards associated with different pathways and careers</li> </ul>

Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Aspirations Fair (Compulsory Attendance)	3,7,5,2,8,4	<ul style="list-style-type: none"> <li>developing friendships and relationships and reflecting on their relationship to their career</li> <li>starting to take responsibility for making things happen in their career</li> <li>being willing to speak up for themselves and others</li> <li>researching entrepreneurialism and self-employment</li> <li>recognising the role that they play in their family and community and considering how that might shape their career</li> <li>exploring local and national labour market trends</li> <li>exploring the relationship between career and the environment</li> </ul>



Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Post 16 choices drop down morning with physical input from Huntington Sixth Form, York College, Askham Bryan College and apprenticeship representatives	8,7,5,3,2,6	<ul style="list-style-type: none"> <li>considering what learning <u>pathway</u> they should pursue next</li> <li>positively engaging in learning and taking action to achieve good outcomes</li> <li>researching the labour market and the education system</li> <li>recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</li> <li>making plans and developing a pathway into their future</li> <li>taking steps to achieve in their GCSEs and make a decision about their post-16 pathway</li> <li>evaluating different media, information sources and viewpoints</li> <li>exploring local and national labour market trends</li> <li>exploring trends in technology and science</li> </ul>

Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Post 16 choices drop down morning with physical input from Huntington Sixth Form, York College, Askham Bryan College and apprenticeship representatives	8,7,5,3,2,6	<ul style="list-style-type: none"> <li>developing friendships and relationships and reflecting on their relationship to their career</li> <li>starting to take responsibility for making things happen in their career</li> <li>being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</li> <li>being willing to speak up for themselves and others</li> <li>recognising the role that money and finances will play, in the decisions that they make and, in their life and career</li> <li>recognising the role that they play in their family and community and considering how that might shape their career</li> <li>considering how they want to move through different life stages and manage different life roles</li> <li>exploring the relationship between career and the environment</li> </ul>

Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Work Experience Week	6,5,7	<ul style="list-style-type: none"> <li>responding positively to help, support and feedback</li> <li>considering what jobs and roles are interesting</li> <li>researching the labour market and the education system</li> <li>researching the range of workplaces and what it is like to work there</li> <li>researching how recruitment and selection processes work and what they need to do to succeed in them</li> <li>building their confidence and optimism about their future</li> <li>thinking about how they deal with and learn from challenges and setbacks</li> <li>developing friendships and relationships and reflecting on their relationship to their career</li> <li>starting to take responsibility for making things happen in their career</li> <li>being willing to speak up for themselves and others</li> <li>researching entrepreneurialism and self-employment</li> </ul>



Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Work Experience Week and follow up reflection lesson	6,5,7	<ul style="list-style-type: none"> <li>reflecting on their physical and mental wellbeing and considering how they can improve these</li> <li>recognising the role that money and finances will play, in the decisions that they make and, in their life and career</li> <li>exploring local and national labour market trends</li> <li>exploring the relationship between career, community and society</li> </ul>

Year 10 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
National Careers Week activities in form, assembly and curriculum subjects	3,4,5,2,7	<ul style="list-style-type: none"> <li>reflecting on their heritage, identity and values</li> <li>recognising the different ways in which people talk about career and reflecting on its meaning to them</li> <li>being able to discuss roles models and reflect on leadership</li> <li>reflecting on their physical and mental wellbeing and considering how they can improve these</li> <li>recognising the role that they play in their family and community and considering how that might shape their career</li> <li>considering how they want to move through different life stages and manage different life roles</li> <li>exploring the relationship between career and the environment</li> <li>exploring the relationship between career, community and society</li> </ul>

Year 11 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Post-16 choices re-cap sessions	8,7,5,3,2,6	<ul style="list-style-type: none"> <li>considering what learning pathway they should pursue next</li> <li>recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</li> <li>making plans and developing a pathway into their future</li> <li>starting to take responsibility for making things happen in their career</li> <li>evaluating different media, information sources and viewpoints</li> </ul>



Year 11 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Year 11 career guidance discussions (interviews)	8,3,5,2	<ul style="list-style-type: none"> <li>developing friendships and relationships and reflecting on their relationship to their career</li> <li>starting to take responsibility for making things happen in their career</li> <li>being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</li> <li>being willing to speak up for themselves and others</li> <li>researching entrepreneurialism and self-employment</li> <li>reflecting on their physical and mental wellbeing and considering how they can improve these</li> <li>recognising the role that money and finances will play, in the decisions that they make and, in their life and career</li> <li>recognising the role that they play in their family and community and considering how that might shape their career</li> </ul>

Year 11 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Year 11 career guidance discussions (interviews)	8,3,5,2	<ul style="list-style-type: none"> <li>positively engaging in learning and taking action to achieve good outcomes</li> <li>researching the labour market and the education system</li> <li>building their confidence and optimism about their future</li> <li>making plans and developing a pathway into their future</li> <li>considering the risks and rewards associated with different pathways and careers</li> <li>thinking about how they deal with and learn from challenges and setbacks</li> </ul>

Year 11 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Year 11 career guidance discussions (interviews)	8,3,5,2	<ul style="list-style-type: none"> <li>considering how they want to move through different life stages and manage different life roles</li> <li>identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</li> <li>evaluating different media, information sources and viewpoints</li> <li>exploring trends in technology and science</li> </ul>



Year 11 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
City wide post-16 open events (optional)	3,5,7	<ul style="list-style-type: none"> <li>responding positively to help, support and feedback</li> <li>researching the labour market and the education system</li> <li>researching the learning and qualification requirements for jobs and careers that they are interested in</li> <li>developing friendships and relationships and reflecting on their relationship to their career</li> <li>starting to take responsibility for making things happen in their career</li> <li>being willing to speak up for themselves and others</li> </ul>

Year 11 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Post-16 taster day application support and Post-16 taster days	7,3,8	<ul style="list-style-type: none"> <li>considering what learning pathway they should pursue next</li> <li>starting to take responsibility for making things happen in their career</li> </ul>
Post-16 application support from onwards	7,3,8	<ul style="list-style-type: none"> <li>responding positively to help, support and feedback</li> <li>making plans and developing a pathway into their future</li> <li>considering the risks and rewards associated with different pathways and careers</li> <li>starting to take responsibility for making things happen in their career</li> <li>being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</li> </ul>

Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Aspirations Fair (Year 12 Compulsory Attendance)	3,7,5,2,8,4	<ul style="list-style-type: none"> <li>evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</li> <li>exploring and responding to local and national labour market trends</li> <li>exploring and responding to the relationship between career and the environment</li> </ul>



Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Aspirations Fair (Year 12 Compulsory Attendance)	3,7,5,2,8,4	<ul style="list-style-type: none"> <li>actively seeking out help, support and feedback</li> <li>taking responsibility for their learning and aiming high</li> <li>actively seeking out information on the labour market and education system to support their career</li> <li>having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</li> <li>analysing and preparing for recruitment and selection processes</li> <li>building their confidence and optimism about their future and acting on it</li> <li>being proactive about their life, learning and career</li> <li>considering entrepreneurialism and self-employment as a career pathway</li> <li>planning for the kind of balance of work and life that they want</li> </ul>

Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Year 12 Employability Morning	5,7,3,2,8	<ul style="list-style-type: none"> <li>reflecting on and recording achievements, experiences and learning and communicating them to others</li> <li>developing a clear direction of travel in their career and actively pursuing this</li> <li>analysing and preparing for recruitment and selection processes</li> <li>analysing and preparing for recruitment and selection processes</li> <li>building their confidence and optimism about their future and acting on it</li> <li>representing themselves and others</li> <li>acting as a leader, role model or example to others</li> <li>representing themselves and others</li> <li>acting as a leader, role model or example to others</li> <li>evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</li> </ul>

Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
PSHE employability and apprenticeship presentation in Year 12	7,2,3,8	<ul style="list-style-type: none"> <li>developing a clear direction of travel in their career and actively pursuing this</li> <li>actively seeking out information on the labour market and education system to support their career</li> <li>developing a clear direction of travel in their career and actively pursuing this</li> <li>considering the risks and rewards of different pathways and career and deciding between them</li> <li>evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</li> <li>exploring and responding to local and national labour market trends</li> <li>exploring and responding to trends in technology and science</li> <li>exploring and responding to the relationship between career and the environment</li> </ul>



Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
PSHE going to university presentation in Year 12	7,3,8	<ul style="list-style-type: none"> <li>developing a clear direction of travel in their career and actively pursuing this</li> <li>considering the risks and rewards of different pathways and career and deciding between them</li> <li>evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</li> </ul>

Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
National Careers Week activities in form, assembly and curriculum subjects	3,4,5,2,7	<ul style="list-style-type: none"> <li>discussing and reflecting on the impact of heritage, identity and values</li> <li>being able to describe the concept of career and say what it means to them</li> <li>considering entrepreneurialism and self-employment as a career pathway</li> <li>planning for the kind of balance of work and life that they want</li> <li>planning for different life stages and considering the different life roles that they want to play</li> <li>exploring and responding to trends in technology and science</li> <li>exploring and responding to the relationship between career and the environment</li> </ul>

Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Explicit lessons/time dedicated to Unifrog platform to track careers and to support CV building, support university applications and develop employability skills (including apprenticeship applications)	2,3,7,8	<ul style="list-style-type: none"> <li>actively seeking out help, support and feedback</li> <li>reflecting on and recording achievements, experiences and learning and communicating them to others</li> <li>planning their next steps in learning and work</li> <li>developing a clear direction of travel in their career and actively pursuing this</li> <li>actively seeking out information on the labour market and education system to support their career</li> <li>having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</li> <li>actively planning, prioritising and setting targets for their future</li> <li>being proactive about their life, learning and career</li> </ul>



Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Explicit lessons/time dedicated to Unifrog platform to track careers to support CV building, support university applications and develop employability skills (including apprenticeship applications)	2,3,7,8	<ul style="list-style-type: none"> <li>being creative and agile as they develop their career pathway</li> <li>planning for the kind of balance of work and life that they want</li> <li>evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</li> <li>exploring and responding to local and national labour market trends</li> <li>exploring and responding to trends in technology and science</li> <li>exploring and responding to the relationship between career and the environment</li> </ul>

Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Visit to UCAS fair in Y12 (HT6)	7,3,2,5,8	<ul style="list-style-type: none"> <li>taking responsibility for their learning and aiming high</li> <li>being proactive about their life, learning and career</li> <li>evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</li> </ul>
Compulsory 'experience of a workplace' activity undertaken as part of PDP with option of taking the PDP placement/volunteering module for extended placements	2,3,5,6	<ul style="list-style-type: none"> <li>taking responsibility for their learning and aiming high</li> <li>actively researching and reflecting on workplaces, workplace culture and expectations</li> <li>considering entrepreneurialism and self-employment as a career pathway</li> </ul>

Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Opportunity to access careers guidance discussion (and required follow up meetings) with a qualified careers adviser - at any time	8,3,7,2,4	<ul style="list-style-type: none"> <li>actively seeking out help, support and feedback</li> <li>taking responsibility for their learning and aiming high</li> <li>developing a clear direction of travel in their career and actively pursuing this</li> <li>actively seeking out information on the labour market and education system to support their career</li> <li>having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</li> <li>being proactive about their life, learning and career</li> <li>planning for the kind of balance of work and life that they want</li> <li>planning for different life stages and considering the different life roles that they want to play</li> </ul>

Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Opportunity to access careers guidance discussion (and required follow up meetings) with a qualified careers adviser - at any time		<ul style="list-style-type: none"> <li>evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</li> <li>exploring and responding to local and national labour market trends</li> <li>exploring and responding to trends in technology and science</li> <li>exploring and responding to the relationship between career and the environment</li> </ul>



Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
PSHE citizenship lessons covering morality, politics, fraud, banking and saving, poverty, equality and social media	8,3,5,4,2	<ul style="list-style-type: none"> <li>discussing and reflecting on the impact of heritage, identity and values</li> <li>building and maintaining relationships and networks within and beyond the school</li> <li>representing themselves and others</li> <li>acting as a leader, role model or example to others</li> <li>beginning to manage their own money and plan their finances (e.g. thinking about student loans)</li> <li>actively shaping their involvement in their family and community as part of their career planning</li> <li>planning for different life stages and considering the different life roles that they want to play</li> <li>being aware of their role in ensuring rights and responsibilities in the workplace and in society</li> <li>taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them</li> </ul>

Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
PSHE citizenship lessons covering morality, politics, fraud, banking and saving, poverty, equality and social media	8,3,5,4,2	<ul style="list-style-type: none"> <li>evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</li> <li>exploring and responding to the relationship between career, community and society</li> <li>exploring and responding to the relationship between career, politics and the economy</li> <li>building their confidence and optimism about their future and acting on it</li> </ul>

Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
PSHE health lessons on healthy body, health mind and mental wellbeing	8,3,5,4,2	<ul style="list-style-type: none"> <li>being proactive about being resilient and learning from setbacks</li> <li>being creative and agile as they develop their career pathway</li> <li>planning for the kind of balance of work and life that they want</li> <li>taking action to improve their physical and mental wellbeing</li> <li>actively shaping their involvement in their family and community as part of their career planning</li> </ul>



Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
UCAS application support in PSHE and registration time	8,3,7,2,4	<ul style="list-style-type: none"><li>• taking responsibility for their learning and aiming high</li><li>• reflecting on and recording achievements, experiences and learning and communicating them to others</li><li>• planning their next steps in learning and work planning their next steps in learning and work</li><li>• developing a clear direction of travel in their career and actively pursuing this</li><li>• having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</li><li>• actively planning, prioritising and setting targets for their future</li></ul>

Year 12 & Year 13 Activity Undertaken	Gatsby Benchmarks Met	CDI Framework Criteria Met
Application support for apprenticeships, employability and other routes in conjunction with UCAS lessons and with careers adviser	8,3,7,2,4	<ul style="list-style-type: none"><li>• taking responsibility for their learning and aiming high</li><li>• reflecting on and recording achievements, experiences and learning and communicating them to others</li><li>• discussing and reflecting on the impact of heritage, identity and values</li><li>• developing a clear direction of travel in their career and actively pursuing this</li><li>• having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</li><li>• actively planning, prioritising and setting targets for their future</li></ul>



## APPENDIX 3

### Partnerships

The following table details some of the partner organisations we work with to quality assure our provision, maintain accurate destinations records, develop our curriculum, raise aspirations and run careers events. This list is not exhaustive.

Organisation	Involvement with School
City of York Council North Yorkshire Careers Hub North Yorkshire Local Enterprise Partnership York Cares Network NYBEP York College Askham Bryan College Huntington School Sixth Form York and Scarborough Teaching Hospitals NHS COWI York Hospitality Connect	Curriculum Development, Destinations Support/Data, Quality Assurance and Events
Derwent Training Association LabCorp SYSTRA Turner & Townsend Bishop Burton College Learning Curve College York St John University University of Huddersfield STEM Ambassadors York Vets4Pets Sticky Fingers Tiny School Ltd University of Hull British Army Atkins Global Royal Air Force Project Trust Draken Europe Care Mark Portakabin Royal Navy Persimmon Homes Lancaster University Crown Prosecution Service Springfield Health Aspire Accountancy School TRU Project Price Estate Agents SISK Construction YipiYap	Events, Curriculum Development, Opportunity Generation, Aspiration Raising



<p>National Horseracing College Barratt and David Wilson Homes, Yorkshire East Division Northumbria University NY Police University of York Network Rail TRU Project B&amp;Q Huntington Sixth Form Northern PowerGrid Tang Hall Smarts Caddick Construction Betty's and Taylor's Unilin</p>	<p>Attendance at Careers Events</p>
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## APPENDIX 4

### ROLES AND RESPONSIBILITIES

Assistant Headteacher: Personal Development	Careers Lead: Aspirations Teaching and Learning Manager	Aspirations Support L3 Teaching Assistant	Link Governor responsible for Careers	Deputy Headteacher: Curriculum	Deputy Headteacher: SENDCO Unit Award Leader	KS5 Heads of year & Director of Sixth form	Subject Leader of PSHE	All staff
<b>Mrs Kettlewell</b>	<b>Mr Daniel</b>	<b>Ms Barker</b>	<b>Mr Fowler</b>	<b>Mr Williams</b>	<b>Mr Lowe</b>	<b>Mrs Wilson, Mrs Hopson and Mr Richards</b>	<b>Mrs Pellemounter</b>	-
<p>Line manager of Aspirations across the school, overseeing quality assurance of the provision.</p> <p>Have oversight of the work and impact of the Careers Department, with the aim of making the full range of work-based and aspirational learning opportunities available to all of Huntington School's students.</p>	<p>Oversees the Careers (Aspirations) department and is responsible for day-to-day management of careers and enterprise strategies.</p> <p>The Careers Lead is working towards becoming a level 6 qualified Careers Advisor. He offers impartial advice to students and subscribes to the CDI code of ethics and ensures the school meets the Gatsby Benchmarks, tracks the destinations of former students and coordinates work experience.</p> <p>The Careers Lead is responsible for the effective deployment of resources, with the support and guidance of the Assistant Headteacher.</p> <p>The careers lead is available to offer impartial support and guidance at all parents' evenings and open evenings including the Y9 progression evening.</p> <p>Working with pastoral teams, the local authority and partner organisations, it is the responsibility of the careers lead to maintain and update student records around work experience, CEIAG and destinations.</p> <p>The careers leader is responsible for monitoring and updating of Huntington Aspirations website (Including the weekly Aspirations Update of careers events, enrichment, work experience and vacancies) and will communicate important information to staff/students/parents'/carers and employers where required.</p> <p>Lead by the careers lead, the Aspirations team will provide remote and in person careers sessions before/after school, break, lunch and (where appropriate) during study periods.</p> <p>The careers lead works with a number of local organisations such as employers, STEM ambassadors, universities, colleges, independent training providers, careers networks and the local authority to provide a range of suitable careers activities for our students, and to quality assure our provision.</p>	<p>The L3 Teaching Assistant attached to Aspirations is responsible for supporting the careers lead in all areas of the CEIAG provision.</p> <p>The L3 Teaching Assistant is suitably qualified for their role, including ongoing CPD and specific careers training.</p> <p>The L3 teaching Assistant has most responsibility for overseeing the work experience programme, early intervention with KS3 and providing applications support and tracking to our more vulnerable students and families.</p>	<p>A link governor for Careers is in place who has regular communication with the careers team.</p>	<p>Year 9 Progression Evening, GCSE/Level 2 option choices.</p> <p>In collaboration with the Careers Lead work closely with Subject Leaders to develop a comprehensive programme of meaningful subject-specific careers links. These should feature within the curriculum and schemes of work, with particular reference to Key Stage 3.</p>	<p>Unit Award Leader</p> <p>Planning progression routes for most vulnerable learners with Aspirations Teaching and Learning Manager, parents/carers and external agencies.</p> <p>Liaison with external specialist teachers and external agencies in support of SEND students.</p> <p>First port of call for parents/carers for transition KS3 to KS4; KS4 to KS5 for vulnerable learners and those with SEND</p>	<p>Year 12 and Year 13 Careers PSHE CEIAG session and assemblies (9.g. university, apprenticeships and student finance) in collaboration with S Daniel &amp; B Pellemounter</p> <p>Work with PDP leader and Careers Leader to ensure every student undertakes work experience at KS5 (work placements, social action, enterprise tasters and volunteering)</p> <p>UCAS and personal statement help</p> <p>UCAS fair visit (Year 12 only)</p> <p>Year 12 careers advice, course swaps and drops</p> <p>Year 13/14 careers 1-1 advice in partnership with Careers (S Daniel)</p> <p>Aid application to uni Summer Programmes/apprenticeships</p> <p>Co-ordinate Career Ready programme</p> <p>University mock interview skills/practice</p> <p>Oxbridge information event for students and parent/carers</p> <p>Support for non-university applicants and their progression</p> <p>UCAS application process</p> <p>Organising Alumni and other visiting speakers about their careers and routes taken in partnership with S Daniel</p> <p>Oxbridge and Medical applicant's support</p>	<p>The Subject Leader of PSHE coordinates the careers lessons that take place within PSHE time and monitors and evaluates this provision.</p>	<p>All staff contribute to the CEIAG delivery through their roles and as form tutors and curriculum teachers, teaching assistants supporting with transitions and pastoral leads through motivational and goal setting activities.</p>