



Boldon School Careers Programme is designed to transform the life chances of all students, by supporting the development of healthy, confident and independent young adults, equipped with the knowledge and skills to pursue their aspirations and make a positive contribution to society.

The Gatsby Benchmarks	Benchmark 1 A Stable Careers Programme	Benchmark 2 Careers & Labour Market Information	Benchmark 3 Student Needs	Benchmark 4 Curriculum Links	Benchmark 5 Employer Encounters	Benchmark 6 Workplace experiences	Benchmark 7 Educational Encounters	Benchmark 8 Careers Information
Our Goals	We strive to maintain an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	All our students have access to high quality information about future study options and labour market opportunities. They have the support of an informed advisor to make the best use of available information.	Our students have different career guidance needs at different stages. Opportunities for advice and support are tailored to each of these stages, with diversity and equality embedded in the school's careers programme.	All our teachers link curriculum learning with careers. Vocational, science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of stem subjects for a wide range of future career paths.	All students have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.	Every student has first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.	All students 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.	Every student has access to guidance interviews with a Careers Adviser, which are timed to meet their individual needs.
Our Vision & Ethos								
Whole School	Good communications and teamwork underpin activities and support for students. Our programme includes activities for all students from years 7 to 11, that are delivered through assemblies, enrichment activities, tutor time, the personal, social and health education programme (PSHE), employer encounters, and workplace experiences.	All students and parents are provided with access to high quality information about future study options and labour market opportunities via the school website, social media and open evenings. By the age of 14, all students will have accessed and used information about career paths and the labour market information to inform their own decisions and study options.	Students have different career guidance needs at different stages. Opportunities for advice and support is tailored to each of these stages, with diversity and equality embedded in our careers programme. We seek to challenge stereotypical thinking and raise aspirations.	Students experience career learning as a subject in its own right, with careers content delivered as part of our PHSE curriculum. Career learning is incorporated within other subjects, for example personal financial planning skills taught in Maths, self-presentation skills taught in English, so enhancing subject learning by showing how techniques are used in the real world.	Students will participate in at least one meaningful encounter with an employer every year between years 7-11. Boldon School works closely with the North East Local Enterprise Partnership (NELEP) to align our careers programme to the strategic economic plan of the region.	By the age of 16, every student will have had at least one experience of a workplace, additional to any part-time jobs they may have.	By the age of 16, every student will have had a meaningful encounter with a provider of the full range of learning opportunities.	Every student will 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 will be available whenever significant study or career choices are being made.



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Strategic Aims & Objectives - Term 1 - September to December:

Obtain an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.

All our students have access to high quality information about future study options and labour market opportunities. They have the support of an informed advisor to make the best use of available information.

Strategic Objective 1: To widely promote the school careers programme the Careers Leader contact information and the school careers programme will be distributed via email and displayed on the school website for all students, parents/carers, teachers and the public to understand. To motivate all students to achieve and improve academic achievement, assemblies will be delivered on the relevance of their learning in school to the world of work and their career aspirations. (BM1, BM3, BM8)

Strategic Objective 2: To help students to make well informed decisions about education, training, apprenticeship and employment opportunities, all students, parents/carers and teachers of the school, will have access to the Unifrog platform. The Unifrog platform provides the tools and comprehensive up to date information, for students to develop the knowledge and skills to understand themselves, research opportunities available and plan their personalised career pathway, regardless of their interests or academic ability. To further help year 11 students to interpret information and apply it to their own situation, they will be offered impartial careers guidance with a professionally qualified careers adviser that holds a relevant qualification, at QCF Level 6 or above. (BM1, BM2, BM3, BM8)

Strategic Objective 3: To promote continuous development and improvement, the school careers programme will be widely discussed with students in the school council, at parent/carer open evenings, in school quality and curriculum meetings, and within the local network of employers, education and training providers. Each school faculty will appoint a "careers champion" to maintain Unifrog records that demonstrate that careers learning is delivered to each student in each subject, and to actively challenge stereotypical thinking by reviewing resources so that stereotypes are not enforced unwittingly. The careers leader will continue to engage with the Education Development Trust on the Quality in Careers Award and create quality world of work experiences for students, in collaboration with education and training providers, the schools existing employer network, local enterprise partnership employment advisers, and the local authority skills and work force team. (BM1, BM3, BM4)

Strategic Aims & Objectives - Term 2 - January to April:

To meet different career guidance needs of each student at different stages. Opportunities for advice and support are tailored to each of these stages, with diversity and equality embedded in the school's careers programme. All teachers will link curriculum learning with careers. Vocational, science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of stem subjects for a wide range of future career paths.

Strategic Objective 4: The careers curriculum will be embedded throughout all activities in the school. It will delivered as a separate subject within the school PHSE programme, through extra-curricular activities and incorporated into other subjects. All teachers will link curriculum learning with careers so that every student will have the opportunity to experience how their subjects help people to gain entry to a wide variety of occupations. STEM subject teachers will highlight the relevance of STEM subjects for a wide range of career paths. All teachers and support staff will reflect the importance of maths and English as a key expectation from employers. (BM3, BM4)

Strategic Objective 5: To provide the opportunity for all students to participate in at least one meaningful encounter with an employer/employee, ideally delivered through a curriculum area. Meaningful encounters are hugely important for preparing young people for the world of work, with research showing that four engagements with businesses at school, lead a young person to be five times less likely to be unemployed as an adult, because it strengthens aspirations and attainment. (BM5)

Strategic Aims & Objectives - Term 3 - May to July:

Student has first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.

All students 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.

Strategic Objective 5: To provide every student, by the age of 16 the opportunity of work experience and/or work-related learning (in school / virtual / in workplace), employers will be invited to join training providers and colleges, to promote their community work and provide information on their career opportunities, apprenticeship's and recruitment.(BM2, BM5, BM6)

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Strategic Objective 6: To ensure that every student, by the age of 16 has had the opportunity to experience what is it like to work or study in a range of schools, colleges, universities and training providers, by attending off-site visits and direct interactions with key people within the institutions, students and apprentices. (BM3, BM7)

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Learning Outcomes	Link to Strategic Objective	How will this be delivered?	Benchmark 1 A Stable Careers Programme	Benchmark 2 Careers & Labour Market Information	Benchmark 3 Student Needs	Benchmark 4 Curriculum Links	Benchmark 5 Employer Encounters	Benchmark 6 Workplace experiences	Benchmark 7 Educational Encounters	Benchmark 8 Careers Information	CDI Learning Area
To recognise the relevance of learning in school to the world of work and career aspirations.	1	Assembly Theme - Welcome to Baldon/Extra Curricular Programme.	x		x					x	Grow throughout life
To know and understand how the school careers curriculum is embedded throughout the school.	1	Information on the school careers programme and team, will be sent to parents/carers and students by email.	x		x					x	Manage Career
To recognise the relevance of learning in school to the world of work and career aspirations.	1	Assembly Theme - Introduction to the School Careers Programme	x		x					x	Grow throughout life
By the end of the session, students should be able to: Describe who they are Draw connections between their likes, culture, connections and interests	2	Tutorial: Who Am I?		x	x					x	Grow throughout life
By the end of the session, students should be able to: Identify the key skills and themes that relate to their 'dream job' Explain the benefits of exploring related career options and not focusing on one single dream job	2	Tutorial: Explore Possibilities		x					x		Explore possibilities
By the end of the session, students should be able to: Define 'what is a career?'	2	Tutorial:What is a career?		x					x	x	Manage Career
By the end of the session, students should be able to: Define what an entrepreneur is Identify some entrepreneurial skills Explain what a role model is	2	Tutorial: What is an Entrepreneur?		x				x	x		Create opportunities
By the end of the session, students should be able to: Explain what work-life balance means to them Suggest ways to improve work-life balance and manage situations of work-life imbalance Describe an example of when they've demonstrated the skill of balance	2	Tutorial: What is work-life balance?		x	x			x	x		Balance your life and work
By the end of the session, students should be able to: Identify a skill that's predicted to be valued by future employers Explain at least one example of how careers have changed over time	2	Tutorial: Careers and the Future		x	x			x			See the big picture

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To understand the relevance of all subjects to future career paths.	3,4	All teachers will link curriculum learning with careers so that every student will have the opportunity to experience how their subjects help people to gain entry to a wide variety of occupations. STEM subject teachers will highlight the relevance of STEM for a wide range of career paths. All teachers and support staff will reflect the importance of maths and English as a key expectation from employers.		x		x				x	Explore possibilities
National Apprenticeship Week (5-11 Feb 24)	3,4	A suite of resources and guides will be delivered during lessons and tutor time to showcase how apprenticeships can provide skills for life.		x		x					See the big picture
To participate in at least one meaningful encounter with an employer/employee, ideally delivered through the curriculum.	5	The careers leader will guide key stage and faculty leaders, to deliver curriculum in collaboration with the schools existing employer network, local enterprise partnership employment advisers, and the local authority skills and work force team.	x	x		x	x			x	See the big picture
To participate in at least one meaningful encounter with an educational provider.	6	The careers leader will guide key stage and faculty leaders to deliver curriculum in collaboration with a range of education and training providers.	x		x	x			x		See the big picture

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To recognise the relevance of learning in school to the world of work and career aspirations.	1	Assembly Theme - Welcome to Baldon/Extra Curricular Programme.	x		x					x	Grow throughout life
To know and understand how the school careers curriculum is embedded throughout the school.	1	Information on the school careers programme and team, will be sent to parents/carers and students by email.	x		x					x	Manage Career
To recognise the relevance of learning in school to the world of work and career aspirations.	1	Assembly Theme - Introduction to the School Careers Programme	x		x					x	Grow throughout life
Students will find out how to use the Unifrog platform to help them make an informed decision about the future.	1	Tutorial: An introduction to Unifrog	x	x	x	x				x	Explore possibilities
By the end of the session, students should be able to: Describe their interests Draw connections between interests and career options	1	Tutorial: What are my interests?		x	x					x	Grow throughout life
By the end of the session, students should be able to: Explain how employers recruit people Identify information that goes into each section of a CV	2	Tutorial: Job Applications		x					x		Explore possibilities
By the end of the session, students should be able to: Identify some of the rewards associated with working Identify some of the challenges associated with working Define what having a growth mindset means	2	Tutorial: Challenges and Rewards of Work		x					x	x	Manage Career
By the end of the session, students should be able to: Describe what they'd like their life to look like in the future Draw connections between their skills, abilities and interests to visualise ideas for their future	2	Tutorial: Creating the Life you want		x				x	x		Create Opportunities
By the end of the session, students should be able to: Define what success means to them Acknowledge that success can be measured in different ways and can be achieved within lots of different career paths	2	Tutorial: What does success mean to you?		x	x			x	x		Balance your life and work
By the end of the session, students should be able to: Describe a career that could be considered a green career Describe a subject that could be considered a sustainable degree	2	Tutorial: Careers and the Climate		x	x				x		See the big picture
To understand the relevance of all subjects to future career paths.	3,4	All teachers will link curriculum learning with careers so that every student will have the opportunity to experience how their subjects help people to gain entry to a wide variety of occupations. STEM subject teachers will highlight the relevance of STEM for a wide range of career paths. All teachers and support staff will reflect the importance of maths and English as a key expectation from employers.		x		x				x	Explore possibilities

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National Apprenticeship Week (5-11 Feb 24)	3,4	A suite of resources and guides will be delivered during lessons and tutor time to showcase how apprenticeships can provide skills for life.		x		x					See the big picture
To participate in at least one meaningful encounter with an employer/employee, ideally delivered through the curriculum.	5	The careers leader will guide key stage and faculty leaders, to deliver curriculum in collaboration with the schools existing employer network, local enterprise partnership employment advisers, and the local authority skills and work force team.	x	x		x	x			x	Create opportunities
To participate in at least one meaningful encounter with an educational provider.	6	The careers leader will guide key stage and faculty leaders to deliver curriculum in collaboration with a range of education and training providers.	x		x	x			x		See the big picture

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To know and understand how the school careers curriculum is embedded throughout the school.	1	Information on the school careers programme and team, will be sent to parents/carers and students by email.	x		x					x	Manage Career
To recognise the relevance of learning in school to the world of work and career aspirations.	1	Assembly Theme - Introduction to the School Careers Programme	x		x					x	Grow throughout life
Students will find out how to use the Unifrog platform to help them make an informed decision about the future.	1	Tutorial: An introduction to Unifrog	x	x	x	x				x	Explore possibilities
By the end of the session, students should be able to: Explain why developing and recording skills now is important for the future world of work Reflect on their own skills and achievements	1	Tutorial: What are my skills?		x	x					x	Grow throughout life
By the end of the session, students should be able to: Identify a learning pathway they'd like to explore further Name pathways, qualifications, skills, and progression opportunities related to an example career	2	Tutorial: What comes after school - the main learning pathways		x					x		Explore possibilities
By the end of the session, students should be able to: Identify important factors to consider whilst deciding on subject choices Outline what they need to do next to reach their decision	2	Tutorial: Decision making - choosing what to study at KS4		x					x	x	Manage Career
By the end of the session, students should be able to: Identify the career needs and wants of themselves and others Understand how to take the initiative in developing their career journey	2	Tutorial: Taking Control of Your Career Journey		x				x	x		Create Opportunities
By the end of the session, students should be able to: Identify some of their employment rights as a school-age worker Calculate a monthly wage from an hourly rate or annual salary List some essential and non-essential expenditure when creating a budget	2	Tutorial: Working and Earning - Managing Your Money		x	x			x	x		Balance your life and work
By the end of the session, students should be able to: Define the labour market and labour market information Identify different types of labour market information Compare labour market information	2	Tutorial: What is the Labour Market?		x	x				x		See the big picture
To understand the relevance of all subjects to future career paths.	3,4	All teachers will link curriculum learning with careers so that every student will have the opportunity to experience how their subjects help people to gain entry to a wide variety of occupations. STEM subject teachers will highlight the relevance of STEM for a wide range of career paths. All teachers and support staff will reflect the importance of maths and English as a key expectation from employers.		x		x				x	Explore possibilities

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To recognise the relevance of learning in school to the world of work and career aspirations.	1	Assembly Theme - Introduction to the School Careers Programme	x		x					x	Grow throughout life
Students will find out how to use the Unifrog platform to help them make an informed decision about the future.	1	Tutorial: An introduction to Unifrog	x	x	x	x				x	Explore possibilities
By the end of the session, students should be able to: Identify what they're doing to support their career journey Draw connections between their past, present, and future in relation to their career journey Identify the career values important to them	1	Tutorial: Reflecting on my career journey: past, present and future		x	x					x	Grow throughout life
By the end of the session, students should be able to: Use the Unifrog Know-how library to research employers Identify skills and experiences that are valued by employers	2	Tutorial: Exploring employer profiles		x					x		Explore possibilities
Explain what is meant by the word "career" Identify the four career types, and the benefits and drawbacks of each type Evaluate each career type and explain which they believe is right for them	2	Tutorial: What type of career is best for me?		x					x	x	Manage Career
By the end of the session, students should be able to: Explain the correct work experience protocols including health and safety awareness Identify how to get the most out of going on work experience Prepare goals for their own work experience	2	Tutorial: Preparing to go on work experience		x				x	x		Create Opportunities
By the end of the session, students should be able to: Name examples of reasonable adjustments an employer could make in response to mental health Name examples of health and safety responsibilities of the employer	2	Tutorial: Wellbeing in the workplace		x	x			x	x		Balance your life and work
By the end of the session, students should be able to: Explain the pros and cons of remote working Explain the pros and cons of in-person working Explain the pros and cons of hybrid working	2	Tutorial: In person, hybrid, and remote: what works best?		x	x				x		See the big picture

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To participate in at least one meaningful encounter with an employer/employee, ideally delivered through the curriculum.	5	The careers leader will guide key stage and faculty leaders, to deliver curriculum in collaboration with the schools existing employer network, local enterprise partnership employment advisers, and the local authority skills and work force team.	x	x		x	x			x	Create opportunities
To participate in at least one meaningful encounter with an educational provider.	6	The careers leader will guide key stage and faculty leaders to deliver curriculum in collaboration with a range of education and training providers.	x		x	x				x	See the big picture

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Students will find out how to use the Unifrog platform to help them make an informed decision about the future.	1	Tutorial: An introduction to Unifrog	x	x	x	x				x	Explore possibilities
By the end of the session, students should be able to: Explain why it's important to record experiences, learning and achievements Describe some strategies to manage their CV, resumé or online presence and its impact on career opportunities	1	Tutorial: What are my employability skills?		x	x					x	Grow throughout life
By the end of the session, students should be able to: Identify pros and cons of full-time education Identify pros and cons of employment Identify pros and cons of apprenticeships	2	Tutorial: Post-16 Choices		x					x		Explore possibilities
Explain what is meant by the word "career" Understand how to make informed decisions Identify the decision they need to make about their post-16 choices Plan how they will make an informed decision about their post-16 choices	2	Tutorial: Decision Making		x					x	x	Manage Career
By the end of the session, students should be able to: Identify the benefits and drawbacks of volunteering and different types of paid work Understand the rights and responsibilities of employers and volunteer providers	2	Tutorial: Researching volunteering and paid work		x				x	x		Create Opportunities
By the end of the session, students should be able to: State pros and cons of apprenticeships State pros and cons of higher education Explain how factors such as someone's financial situation could impact their career pathway choices	2	Tutorial: Money talks: apprenticeships versus Higher Education		x	x			x	x		Balance your life and work
By the end of the session, students should be able to: Explain how people around the world feel about AI Describe the types of tasks that AI can and cannot do Evaluate predictions about AI, and arguments on each side of the debate 'Is AI a threat to our jobs?'	2	Tutorial: Is AI a threat to our jobs?		x	x				x		See the big picture

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To participate in at least one meaningful encounter with an educational provider.	6	The careers leader will guide key stage and faculty leaders to deliver curriculum in collaboration with a range of education and training providers.	x		x	x			x		See the big picture