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Responsibility	Deputy Principal

Rationale

UTC South Durham offers an outstanding education for 14-19 year olds in Engineering, Advance Manufacturing and wider STEM subjects and provides excellent preparation for entry into employment in these sectors, either directly or via higher education.

The UTC works collaboratively with internal and external stakeholders to build a cohesive programme of careers education to ensure that every learner reaches their full potential. The development of Careers Advice and Guidance is a continuous priority in the strategic development plan. UTC will support learners to help them achieve their best intended outcomes by raising aspirations and providing access to differentiated, impartial and independent information and guidance about the range of options available to aid students make informed decisions about their future destinations.

1 Introduction

UTC South Durham is committed to providing a planned careers programme that is delivered across all year groups every academic year. This will be differentiated to suit the needs of each individual student and embedded into curriculum learning. Students will leave UTC with academic and technical knowledge and understanding, core skills development and a set of career and professional experiences required to support their entry to further education, training or employment to become career and life ready.

2 Careers Commitment

Statutory guidance introduced from September 2018 regarding young people's careers ensures that all young people are entitled to receive excellent careers support, information, advice and guidance. Included in this commitment is supporting every student to achieve all eight Gatsby Benchmarks¹. Students will also receive a one to one independent careers meeting to ensure they are receiving impartial advice. UTC South Durham has a named Careers Leader, Catherine Purvis-Mawson.

3 Policy Statement on Provider Access

Our Policy Statement on Provider Access is found on the website www.utcsouthdurham.org
A full copy of the statement can be found in Appendix 1.

4 External Support

The UTC works with the Local Authority and a wide range of voluntary / statutory agencies to support students whose circumstances have made them vulnerable or hard to reach, including those with special educational needs, and those at risk of not participating post-16. The UTC has strong links with employers and higher education establishments to ensure that all students are given impartial advice regarding their future career and destinations.

The UTC works with the North East Local Enterprise Partnership and the CIEG regional group to gain support and share best practice for implementing an outstanding careers programme.

¹ For more information about the Gatsby Benchmarks, <http://www.gatsby.org.uk/education/latest/good-career-guidance-benchmarks-for-colleges-booklet-published>

5 Quality Careers Standard

The UTC is fully committed to achieving the Quality in Careers Standard Award. The UTC also has a duty to provide independent, impartial careers guidance for all students; this is achieved through a wide variety of partners including the National Careers Service. The school has also appointed a strategic careers leader to lead and steer the careers programme.

6 Career Programme and Strategy

A career programme will be written each year for every year group and this will be communicated to all students and parents at the beginning of each academic year. The aim of the careers programme is to raise the aspirations of learners and to support them in making realistic decisions for post 16 and beyond. A detailed outline of the careers programme and strategy can be found on the careers section on the UTC website. A copy of the strategy can be found in appendix 3 which also details the careers programme.

7 Careers Team

A careers team will be created with members including but not exclusive to, a Trustee, Careers Leader, Deputy Principal, a member of teaching staff, a colleague from industry, careers advisor and a pastoral colleague. The focus of the team is to continually develop the careers programme.

The Trustees have the overall responsibility for overseeing the Careers Education Provision within the UTC. Staff are responsible for the delivery of careers education, by embedding careers into their subject and contributing to the effectiveness of the overall programme. This team will support this to take place and ensure that it is in alignment with the Student Leaver Profile.

8 Support for pupils with Special Educational Needs or Disabilities

UTC South Durham has high aspirations for all pupils with special educational needs and disabilities (SEND) and will support them in preparing for their next phase of education or training. Further information about outcomes for students with SEND can be found in the SEND policy.

9 Careers Entitlement Statement:

Parent/Carers will be provided with a copy of the Careers Entitlement Statement² in their child's induction. Parent/Carers will also be signposted to the UTC website where they can find out further information about the school's careers offer.

10 Staff CPD

Staff CPD is offered to the relevant staff as opportunities arise and specific CPD regarding careers education, information, advice and guidance is implemented for all staff. Key staff also attend local career meetings to share good practice with other local secondary schools and career providers.

11 Monitoring and Evaluation

Careers Education is reviewed on a regular basis, via SLT meetings, Careers Team meeting and meetings with our independent careers advisor. This allows us to monitor and evaluate the current provision across the UTC. We encourage staff, students and parent/carers to provide feedback regularly. Evaluation of our Careers Education is currently being evaluated as we work towards the Quality in Careers Standard Award.

² See Appendix 2 for full Careers Entitlement Statement

UTC South Durham

Policy Statement on provider access



Date of adoption	July 2022
Approved by	Trustee Board
Signed: (Principal) Tom Dower	Date: July 2022
Signed: (Chair of Governors) David Land	Date: July 2022
Date to be reviewed by	July 2024 by Catherine Purvis-Mawson
Responsibility	Principal

1. Introduction

This policy statement sets out the UTC's arrangements for managing the access of providers to students at the UTC for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997 and 'Careers Education and Access for education and training providers' which came into force in January 2018.

Student entitlement

The purpose of the UTC is to help students to become career and life ready and ensure that each student develops a good career direction for themselves and then to build the skills and gain the qualifications so that they can be successful.

All students in years 10-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

A provider wishing to request access should contact:

Catherine Purvis-Mawson, Deputy Principal

Telephone: 01325 430 250

Email: catherine.purvis-mawson@utcsouthdurham.org.

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:

	Autumn Term	Spring Term	Summer Term
Year 10	Careers Fair Employer sessions: workplace skills	Technical Careers Drop Down Day: (careers week) afternoon and evening	Employer sessions: core skills
Year 11	Careers Fair Employer sessions: workplace skills	Technical Careers Drop Down Day: (careers week) afternoon and evening	
Year 12	Careers Fair Employer sessions: workplace skills	Technical Careers Drop Down Day: (careers week) afternoon and evening	Employer sessions: core skills
Year 13	Careers Fair Employer sessions: workplace skills	Technical Careers Drop Down Day: (careers week) afternoon and evening	

Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and facilities

The UTC will make the Studio lecture hall or classrooms available for discussions between the provider and students, as appropriate to the activity. The UTC will also make available AV to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader.

Providers are welcome to leave a copy of their prospectus or other relevant course literature. This will be placed in the Careers Office which is managed by the Careers Leader which students have access to at all times.

Appendix 2

Careers Entitlement Statement

All students are entitled to independent and impartial external careers guidance and, at the UTC, will provide you with opportunities to develop your aspirations.

Students need to reflect and evaluate their goals and use information obtained to help make decisions about career pathways.

Lessons and events will help support the entitlement statements below. It is your future so you have a responsibility to:

- Make the most of the opportunities offered to you
- Research your options
- Have 'post-16' career meetings with your UTC Careers Adviser
- Be prepared to be realistic when looking at post-16 opportunities
- Be prepared to work hard in order to reach your full potential

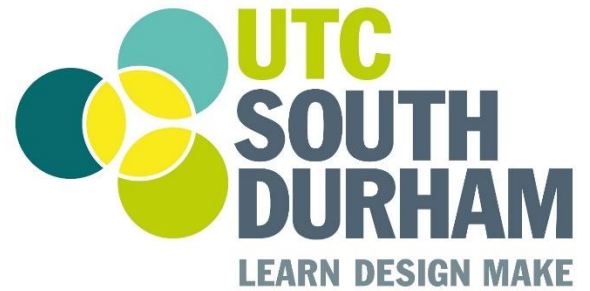
While at the UTC the minimum entitlement we will support you with:

- Give you the opportunity to access independent and impartial careers guidance
- Give you the opportunity to meet with different industries/employers
- Give you the opportunity to learn about the world of work
- Be treated with appropriate confidentiality
- Develop confidence in yourself and your abilities
- Think about what your strengths are and what skills will help you achieve your goal
- Help you think about what aspirations you have and a goal that you would like to achieve when you leave the UTC
- Providing access to information regarding different college courses and understand Post-16 options
- Have access to 1:1 independent and impartial careers guidance
- Use different resources to provide relevant and helpful information
- Be able to identify your skills and strengths needed to achieve your desired profession
- Identify and set yourself future goals

Parent/Carers entitlement:

Parent/Carers can access careers support for their child in a variety of ways including:

- Careers information on the school website
- Parents/Carers will have the opportunity to attend workshops/careers information sessions and careers fairs
- Parent/Carer's have the opportunity to arrange a meeting with our Careers Adviser



UTC South Durham Careers Strategy 2021-2024



Careers Strategy 2021-2024

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Introduction

UTC South Durham has a statutory duty to secure impartial careers information, advice and guidance for all Year 10 to 13 students³. In careers education, this translates as every student making informed choices for their progression.

UTC South Durham will support students in making well-informed decisions by providing access to differentiated, independent information and guidance detailing the range of options (including academic, vocational and apprenticeship pathways) and facilitate a set of career and professional experiences that will help them to become career and life ready.

Careers education is not just informing students about their options post 16 but also how their school career will affect their future. This is why UTC South Durham uses the Student Leaver Profile⁴ a vision for all students that is embedded across the UTC.

UTC South Durham's Careers Strategy sets out a careers programme which gives students the knowledge, inspiration and ability to take ownership of their career action plans and using their core skills, deliver on them, leaving the UTC with an academic and technical knowledge and understanding and wide set of career and professional experiences that will make them ready for the world of work.

This Careers Strategy has been written with the Student Leaver Profile, the government statutory guidance⁵, and the eight Gatsby Benchmarks at its core. The Careers Strategy is also clearly linked to UTC South Durham's Development Plan and Careers Policy.

³ The Education Act 2011, Careers Guidance and Inspiration in Schools: March 2015 & Careers Guidance and Access for Education and Training Providers. Statutory Guidance for Governing Bodies, School Leaders and School Staff October 2018.

⁴ Student Leaver Profile is the UTC vision for all students

⁵ Careers guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff October 2018



Student Leaver Profile

The Student Leaver Profile (SLP) is UTC South Durham's vision for all students. It is important to explain this model as it is unique to the UTC.

The SLP was developed with over 100 wider community members (inc. business and industry leaders, students, parents and staff) facilitated by Ford NGL⁶. By working in collaboration with this group of people, it allowed everyone to shape the future of young people from their community. The concept is based on the premise that it takes a whole village to develop a child.

It was collectively agreed that all students should have the opportunity to be supported to develop the following aspects of themselves when receiving a UTC education underpinned by the development of their core skills.



This element of the SLP is defined by the Curriculum Intent of the UTC for students. The Teaching and Learning Strategy supports the implementation of this. The curriculum intent has been defined using career skills profiles from industry to ensure that our delivery is meeting industry need.



This element of the SLP is defined by this Careers Strategy to ensure that all students have a clearly defined set of professional and career experiences that supports our statutory requirements and more. This is our 'UTCness'.



This element of the SLP is about developing our student core skills. The core skills are clearly defined for all staff, students and employers to understand. They are embedded in everything students do and they must evidence how they have fulfilled them against a set of rubrics.



If all of the three elements of the SLP above are successfully achieved then all of our students will be Career and Life Ready. This is our vision.

⁶ <https://fordnjl.com/> A coaching programme to support transformational change in education

Student Leaver Profile



The Student Leaver Profile Journey

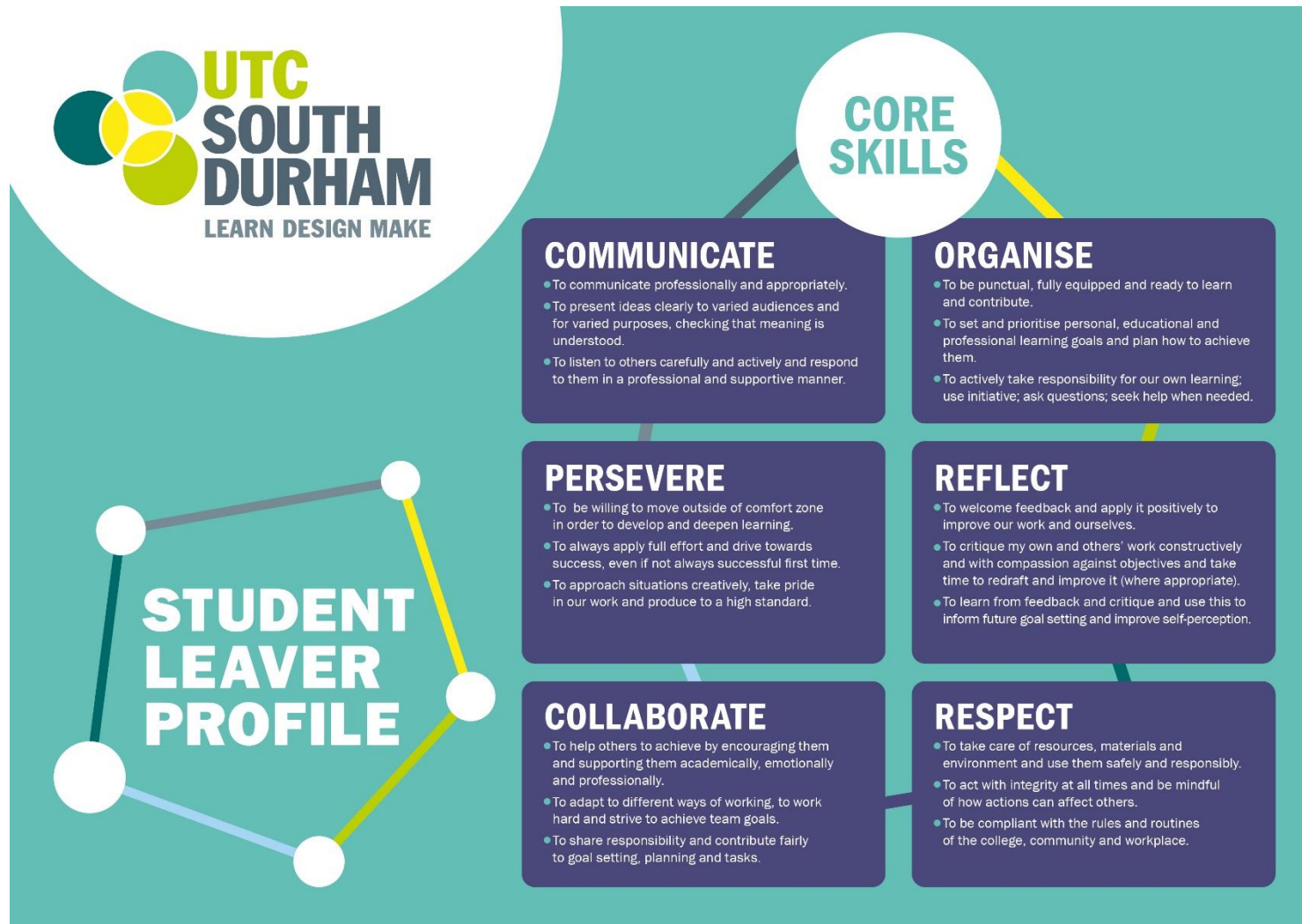
Every year group has a defined theme that all colleagues base their curriculum or experiences around. These are in the infographic below⁷



⁷ Please note that Year 9 has been approved from September 2022.

Core Skills

All students and staff are responsible to support the development and delivery of the core skills. The core skills are detailed below and have been very clearly defined to ensure their clarity. Students are asked to create a portfolio of their development in which all students have rubrics (again collaboratively defined) to ensure they know what skills they have developed and need to develop. The rubrics can be found in appendix 1.



UTC South Durham Career Strategy Vision, Aims and Objectives

Vision

Our vision is simple, for all students to be:



Aims

The aims that will underpin our vision for the strategy are to:

- Provide good quality independent and impartial careers advice to students which inspires them and motivates them to be ready for the world of work
- Provide advice and guidance which is in the best interests of the student
- Contribute to raising achievement; encouraging students to develop high aspirations and consider a broad and ambitious range of careers
- Provide opportunities to work in partnership with employers, training providers, local colleges and others to provide opportunities to inspire students through real-life contact with the world of work through the SLP
- Develop enterprise and core skills
- Support inclusion, challenge stereotyping and promote equality of opportunity
- Encourage students to see career development as a life-long process
- Support students at key transition points

Objectives

There are three strategic career objectives that align to the SLP. They have been written to ensure that careers is embedded throughout the whole of the SLP.

Objectives	SLP Link
Objective 1	Academic and Technical Knowledge and Understanding
For all students to have a clear understanding of careers that are available to them using their academic and technical subject knowledge, understanding and skills. Curriculum intent is written with career subject skills (taken from job role descriptions) received from employer partners that clearly demonstrate the link between curriculum delivery and sector skill need.	
Objective 2	Career and Professional Experiences
For all students to have a minimum amount of career and professional experiences that ensure an equal opportunity for all. All of these career and professional experiences are monitored, tracked and evaluated by the Careers Leader (using the Compass tool) and students who use Crew and their core skills to reflect upon their experiences.	
Objective 3	Core Skills
Core Skills will be developed by students by fulfilling their career and professional experiences alongside their academic and technical knowledge and understanding. Students to develop a portfolio in Crew that uses a set of defined rubrics that enable them to self-reflect on their personal skills development and identify areas of improvement.	

CEIAG at UTC South Durham has four elements:

- 1) **Careers Education:** Planned programmes in Crew that allows students' knowledge and skills to help them to plan / manage their own career.
- 2) **Career Information:** Including options, skills, occupations, labour market information (LMI), pathways and progression routes.
- 3) **Careers Advice and Guidance:** Independent and impartial careers advice and guidance provided in school
- 4) **Work Related Learning:** Experiences within and outside the curriculum to help students learn about economic well-being, careers and enterprise.

Evaluation

The Compass Tool and Tracker will be used along with students completing the Start Profile to measure the impact of activities. Employers, partners, parents, staff and students will also be asked to complete evaluations to measure impact and implement improvements. We meet all aspects of Gatsby.

Professional and Career Experiences Tactic Team

Roles and Responsibilities

The tactic team is a group of people (from the UTC and from external partners) who create an action plan focused on their area of priority. The team will create a yearly aspirational target to work toward in achieving career and professional experiences for students and meet termly to follow up on their actions.

The tactic team includes:

Vice Principal, Senior Leader responsible for Business Engagement / Careers Leader / Sixth Form / Marketing & Recruitment

- Strategic leadership of CEIAG across UTC South Durham
- Prepare and implement the Careers Strategy
- Developing the provision and development of an annual careers programme
- Coordinating the Careers Team to fulfil its CEIAG requirements
- Monitor CEIAG provision and take up of careers guidance
- Commission and negotiate SLAs, appropriate for careers provision
- Analysis and tracking of destination data
- Establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers
- Liaise with Crew Leaders, mentor and SENCo to identify and support students with careers guidance
- Secure student access to personal careers guidance
- Embed careers across the curriculum by ensuring that the SLP aligns with the careers strategy liaise
- Collaborate with the Teaching and Learning Lead to deliver in house training / CPD for staff
- Brief and support staff involved with delivery of CEIAG
- Maintain own CPD
- Review and evaluate CEIAG (Quality assure CEIAG)
- Work with link Trustee for Careers, Employer Group and SLT
- Advise Trustees and SLT on policy, strategy and resources for CEIAG

Crew Leaders and Pastoral Support Careers Champions

- Ensure careers information advice and guidance supports all students including SEND and pupil premium students
- Support UTC South Durham provide an inclusive careers programme to prevent NEET young adults after graduating from UTC.
- Highlight any students who require additional careers education support to raise their aspirations.
- Ensure they are familiar with UTC South Durham's Careers Strategy and its objectives
- Working with the CEIAG team to provide additional support for the NEET risk group

- Encourage students to think positively about their career prospects and what they could be doing to enhance their life chances
- Feedback specific student needs (or opportunities) to the CEIAG team
- Crew Leaders deliver appropriate careers programme
- Crew Leaders support students with careers action plans

UTC Trustee and Careers Champion

- To be the link trustee for the Careers Strategy and report to the wider trustees on the progression of the strategy
- To provide information and guidance to the team from an industry partner perspective
- Offer guidance and support to students as and when appropriate

Industry Representatives and Careers Champion

- Nominated employer partner responsible for assisting UTC South Durham in achieving the SLP
- To help raise students aspirations
- To work with the Professional and Career Experiences team to offer support to teachers to embed careers in the curriculum.
- Organise and liaise with the University outreach team and other departments to deliver workshops/visits with UTC South Durham

Parent Careers Champion

- To contribute to the team as a parent and offer information that will support the careers strategy

All teaching staff via Directorate Career Champions

- Link curriculum areas to careers via Curriculum Intent
- Support the development of core skills
- Ensure that Career and Professional Experiences are embedded within subject areas
- Promote progression routes within their curriculum area
- Develop external links to support CEIAG within curriculum areas
- Feedback specific student needs (or opportunities) to the CEIAG team
- Signpost students to appropriate CEIAG advice and information
- All department improvement plans will have a set careers objective defined within it with set criteria based upon the focus of the tactic

Staff CPD

All staff will receive a careers CPD session at the beginning of the academic year to ensure that they are up to date with current guidance and statutory understanding. Additional careers CPD will be directed through the nominated Career Champions who will ensure that changes to the careers strategy are implemented within their directorates.

The Gatsby Benchmarks

UTC aims to achieve all Gatsby Benchmarks for all students via the SLP. All Gatsby Benchmarks align to the short, medium and long term strategic plans and details where the Benchmarks have been fulfilled.

Using the Compass Tool UTC South Durham is currently achieving all eight Gatsby Benchmarks, however work continues to ensure that these are being improved and evaluated.

UTC South Durham's careers plan supports the achievement of the eight Gatsby Benchmarks:

Benchmark 1: A Stable Careers Programme <i>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.</i>
Benchmark 2: Learning from Career and Labour Market Information <i>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</i>
Benchmark 3: Addressing the Needs of Each Student <i>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.</i>
Benchmark 4: Linking Curriculum Learning to Careers <i>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.</i>
Benchmark 5: Encounters with Employers and Employees <i>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.</i>
Benchmark 6: Experiences of Workplaces <i>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.</i>
Benchmark 7: Encounters with Further and Higher Education <i>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.</i>
Benchmark 8: Personal Guidance <i>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.</i>

Student Entitlement

Primary Engagement

Careers in Primary School is very important at UTC South Durham. Being able to introduce the SLP and the importance of careers to primary school children, their teachers and parents particularly around STEM subjects will raise aspirations. The UTC Careers Strategy takes into consideration the careers education and entitlement of local primary school children and will offer the following:

Primary Engagement Careers Activity	Year Group Target	Delivery Partner	Relevant Careers Entitlement
ICE (Institute of Civil Engineers) Bridge Building	Year 6	Costain Jacobs STEM Ambassador Network	Students work with STEM Ambassadors from the Civil Engineering Sector and UTC South Durham students to learn about the STEM education and careers in bridge building.
Design and Technology Shape Nets	Year 5/6	UTC South Durham Staff and Students	Students learn and understand the technical aspects to engineering design.
Mental Health	Year 6	UTC South Durham 6 th Form Students	Trained 6 th Form Students deliver a mental health session incorporating the importance of careers.
Science Magnets	Year 5	UTC South Durham Staff and Year 10 Students	Inspiring young people about STEM careers using simple science tricks!
Primary STEM Day	Year 6	UTC South Durham Staff and Students Industry Partners	An action packed STEM activity day highlighting the importance of STEM careers.
Maths Challenges	Year 6	UTC South Durham Staff and Students	A series of maths challenges to inspire young people about careers in maths
Stem Challenges	Year 4,5,6	UTC South Durham Staff and Students	A selection of online activities for students and parents

Year 9

Discovery

Entitlement		Gatsby Benchmark/s	Careers Strategy Objective
Careers Education:	Students discover what careers are and what they mean to them	1, 2,	2, 3
	Students begin to develop their awareness of themselves and create a baseline of who they are and identify aspirations for their future careers	1	2, 3
	Students complete a careers programme in Crew launched in Careers Week	4, 5,	2, 3
Careers Information:	Students have the opportunity to engage with, employers, FE, HE and Training Providers	7	2
	Students attend careers fairs and taster days	2, 7	2
Careers Advice and Guidance:	Students attend careers talks held by employers	4, 5	2
	Students are encouraged to access LMI independently	2	2
	All students have access to a one to one guidance interview. They are encouraged to use career resources that are available to them and are informed where to find out about more specific information.	3, 8	2
Work Related Learning:	Students complete a minimum of three employer visits (virtual or face to face).	5, 6	1
	Students complete at least one week of virtual work experience	5, 6,	1
	Students take part in a 6 week Industry Project with an employer to develop Core Skills	5, 6,	1

Year 10

Explore

Entitlement		Gatsby Benchmark/s	Careers Strategy Objective
Careers Education:	Students explore Post 16 pathways	7	2
	Economic awareness is developed and students are encouraged to think about employability, which careers are interesting to them and identify suitable and realistic career goals.	1	2
	Students complete a careers programme in Crew launched in Careers Week	3, 4, 5	1, 2, 3
	Students begin to write their CV's and covering letters	1, 3	3
Careers Information:	Students have the opportunity to engage with, employers, FE, HE and Training Providers	2, 7	2
	Students attend careers fairs, college open and taster days	2,7	2
Careers Advice and Guidance:	Students attend careers talks held by employers	5	2
	Students are encouraged to access LMI independently	2	2
	All students have access to a one to one guidance interview. They are encouraged to use career resources that are available to them and are informed where to find out about more specific courses.	8	3
Work Related Learning:	Students complete a minimum of three employer visits (virtual or face to face).	5, 6	1, 2, 3
	Students complete at least one week of work experience (virtual or face to face).	5, 6	1, 2, 3
	Students take part in a 12 week Industry Project with an employer to develop Core Skills	5,6	1, 2, 3

Year 11

Establish

Entitlement		Gatsby Benchmark/s	Careers Strategy Objective
Careers Education:	Students are supported with Post 16 choices and encouraged to consider all of their options including further study and apprenticeships.	1,7	2, 3
	Students have optional access to additional independent and impartial advice via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.	8	2, 3
	Students are encouraged to think about the kind of behaviour potential employers look for through UTC South Durham's Student Leaver Profile	4, 3	3
	Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter	1, 3	3
Careers Information:	Students have the opportunity to engage with, employers, FE, HE and Training Providers	7	2, 3
	Students attend careers fairs, college open and taster days	2, 3, 5	2, 3
Careers Advice and Guidance:	Students attend careers talks held by employers	5	2, 3
	Students are encouraged to consider how LMI is relevant to their Post 16 options.	2	2, 3
	Students use careers interviews to help understand different career pathways and entry requirement and are encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.	1, 8	1, 2, 3
	All students have access to a one to one guidance interview with careers advisor.	8	2, 3
	Students receive support in searching for and applying for Apprenticeships, 6 th Form or College places	1, 8	3

	Students are kept up to date with post 16 deadlines, open evenings and appropriate internal and external careers events.	8	3
Work Related Learning:	Students complete a minimum of three employer visits (virtual or face to face).	5, 6	2, 3
	Students complete at least one week of work experience (virtual or face to face).	5, 6	1, 2, 3
	Students take part in a 12 week Industry Project with an employer to develop SLP Core Skills	5, 6	1, 2, 3
	Students develop interview techniques and complete a mock interview with a local employer and are also interrogated about their English Speaking and Listening assessment.	4, 5, 6	1, 2, 3

Year 12

Specialise

Entitlement		Gatsby Benchmark/s	Careers Strategy Objective
Careers Education:	Students refine the writing of their covering letter and CV	3	3
Careers Information:	Students explore post 18 pathways.	7	2, 3
	Students have a wide range of opportunities to engage with a range of local business, HE and training providers.	7	2, 3
Careers Advice and Guidance:	Economic awareness is developed further and students are encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals	1, 3, 7	2, 3
	Students are encouraged to attend careers talks, fairs, college open days and taster days with employers	3, 5, 7	2, 3
	All students have access to one to one guidance interview with a careers advisor. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.	3, 8	2, 3
	Students are encouraged to access LMI independently	2	2, 3
Work Related Learning:	Students complete 2 weeks work experience either face to face or virtual	5, 6	1, 2, 3
	Students work with an employer for 12 weeks on an industry project to develop SLP Core Skills	4, 5, 6	1, 2, 3

Year 13

Launch

Entitlement		Gatsby Benchmark/s	Careers Strategy Objective
Careers Education:	Students are encouraged to think about the kind of behaviour potential employers look for through UTC South Durham's Student Leaver Profile	1, 3	2,3
	Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter	3, 8	3
Careers Information:	Students are supported with post 18 choices and encouraged to consider all their options including HE, employment and apprenticeships.	7	2
	Students are encouraged to attend careers talks, fairs, UCAS fairs, University open days and taster days with employers.	5, 7	2, 3
Careers Advice and Guidance:	Students are encouraged to consider how LMI is relevant to their post 18 options.	2	2, 3
	All students have access to a guidance interview with a careers advisor	8	2
	Students use careers interviews to help understand different career pathways and entry requirements and are encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.	1, 3, 8	2, 3
	Students have optional access to additional independent and impartial advice via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.	8	2, 3
	Students receive support in searching for and applying for Apprenticeships and are kept up to date with post 18 deadlines, open evenings and appropriate internal and external careers events.	1, 3, 8	2, 3
Work Related Learning:	Students develop interview technique and complete a mock interview with a local employer and are also interrogated about their core skills development.	4, 5	1, 2, 3
	Students are invited to attend a minimum set of visits and work place experiences to continue to develop their specialism	6	1, 2, 3

CEIAG by Year Group

Year 9

Year 9				
Date	CEAIG Activity	Services	Partners	Gatsby Benchmarks
September - July	Access to independent and impartial careers advice and guidance. Additional support available through staff referral, parental request.	Careers information, advice and guidance.	Various	3,8
September to July	Encounters with Employers and Employees: guest speakers from local businesses, training providers, apprenticeships, FE, HE, charities.	Engagement with employers	Various	2,4,5,6,7
September	Industry Induction Visits	Employer engagement Careers information	Various	4,5,6,7
October	Curriculum Career Champion Focused activity (linked to improvement plan)	Careers information Careers Education	Teaching staff	4
September to April	CEIAG assemblies provide CEIAG and support, LMI.	Careers education Careers information	Various employers	2,4,5,7
January - April	Mini Industry Projects linked to curriculum (teacher externships)	Careers information Employer engagement	Various Employers	5, 6
Feb - March	National Careers Week – Mentor activities, Mentor group assemblies. All curriculum areas link their subject areas to the	Careers education Careers information Employer engagement	Various employer links Crew Leaders	2,4,5

	world of work, employability skills. National Apprenticeship Week – Presentation Careers Carousel Careers Drop Down Day/LMI			
January-May	Industry Visits linked to curriculum	Careers information Employer engagement	Various	4,5,6,7
June	Next Steps Programme College application process/information	Careers information	Careers Leader/Vice Principal	1,2,3,5,6,7
June	Student Led Conference – to include student self-reflection on career aspiration	Careers Information	Various	1, 3, 4

Year 10

Year 10				
Date	CEAIG Activity	Services	Partners	Gatsby Benchmarks
September - July	Access to independent and impartial careers advice and guidance. Addition support available through staff referral, parental request.	Careers information, advice and guidance.	Various	3,8
September to July	Engagement with Business: guest speakers (employees and employers) from local businesses, training providers, apprenticeships, FE, HE, charities.	Engagement with employers	Various	2,4,5,6,7
September	Industry Induction Visits	Employer engagement Careers information	Various	4,5,6,7
October	Curriculum Career Champion Focused activity (linked to improvement plan)	Careers information Careers Education	Teaching staff	4
November to December	Crew Programme covers: 1. Core skills development and portfolio 2. WEX Programme 3. Team Building 4. Start Profile Development	Careers education	Crew Leaders and industry partners	1,2,4
September to April	CEIAG assemblies provide CEIAG and support, LMI.	Careers education Careers information	Various employers	2,4,5,7
January	Sunderland University Visit	Careers Education Careers Information	Sunderland University	1,2,7

January - April	Industry Projects linked to curriculum (teacher externships)	Careers Information Employer engagement	Various Employers	5,6
Feb - March	National Careers Week – Mentor activities, Mentor group assemblies. All curriculum areas link their subject areas to the world of work, employability skills. National Apprenticeship Week – Presentation Careers Carousel Careers Drop Down Day/LMI	Careers education Careers information Employer engagement	Various employer links Crew Leaders	2,4,5
January-May	Industry Visits linked to curriculum	Careers information Employer engagement	Various	4,5,6,7
June	Next Steps Programme College application process/information	Careers information	Careers Leader/Vice Principal	1,2,3,5,6,7
June	Student Led Conference – to include student self-reflection on career aspiration	Careers Information	Various	1, 3, 4
July	WEX Week	Employer engagement	Various	1,2,3,5,6

Year 11

Year 11				
Date	CEAIG Activity	Services	Partners	Gatsby Benchmarks
September - July	<p>Access to independent and impartial careers advice and guidance.</p> <p>All students have access to one to one guidance interviews.</p> <p>Addition support available through staff referral, parental request.</p>	Careers information, advice and guidance. One to one guidance.	Various	3,8
September to July	Business Interactions: guest speakers (employees and employers) from local businesses, training providers, apprenticeships, FE, HE, charities.	Engagement with employers	Various	2,4,5,6,7
September to July	Careers drop in sessions	Careers Information Careers Education	Career Leader	1,2,3,8
October	Curriculum Career Champion Focused activity (linked to improvement plan)	Careers information Careers Education	Teaching staff	4
November to December	<p>Crew Programme covers:</p> <ol style="list-style-type: none"> 1. Core skills development and portfolio 2. Start Profile Development 3. Reflection on Self 	Careers education	Crew Leaders and industry partners	1,2,4
March	Careers Fair	Careers Information Careers Education	Various Employers/HE, FE providers, Training providers	1,2,4,5,6,7
April	6 th Form Internal Taster Day	Careers Information	Various	1,3, 4
December	Mock Interviews	Employer Engagement	Various Employers	2,4,5,6,7

		Careers Education		
February	Briefing – apprenticeships. Apprenticeship information sessions – Information on the apprenticeship pathway / application procedures.	Careers information Employer engagement	ASK Project Apprenticeship providers	2,3,5
March	National Careers Week – Mentor activities, Mentor group assemblies. All curriculum areas link their subject areas to the world of work, employability skills. National Apprenticeship Week – Presentation Apprenticeship Fair Careers Carousel Careers Drop Down Day	Careers information Careers Education Employer engagement	Various employer links Mentors ASK project	2,4,5
June	Student Led Conference – to include student self-reflection on career aspiration	Careers Information	Various	1, 3, 4
June	Transitions Programme for prospective 6 th Form Students	Careers Education Employer Engagement	Various	1,3, 5

Year 12

Year 12				
Date	CEAIG Activity	Services	Partners	Gatsby Benchmarks
September - July	Access to independent and impartial careers advice and guidance. Addition support available through staff referral, parental request.	Careers information, advice and guidance.	National Careers Service	3,8
September – July	Establish student Start Profile and continue to upload experiences and evaluate career progression against core skills	Careers information Careers education	UTC Staff	1,3, 6, 7
September to July	Business Breakfasts: guest speakers (employees and employers) from local businesses, training providers, apprenticeships, FE, HE, charities.	Engagement with employers	Various	2,4,5,6,7
September	Industry Visits	Employer engagement Careers information	Various	4,5,6,7
September to December	University speakers	Careers education Careers information	Various Universities	1,2,4,5,6,7
September to April	CEIAG assemblies provide CEIAG and support, LMI.	Careers education Careers information	DWP School Advisor Various employers	2,4,5,7
October	CV/ Letter writing presentation/workshop	Careers education	Employer Partners	1,2,4
January	Sunderland University Visit	Careers education Careers information	Sunderland University	1,2,7
January - April	Industry Projects linked to curriculum	Careers information Employer engagement	Various Employers	5,6

March	DWP Assembly – Labour Market Information	Careers information	DWP Schools Advisor	2
March	UCAS Fair – Metro Radio Arena	Careers education Careers information	Various Universities	1,2,7
March	National Careers Week – Mentor activities, Mentor group assemblies. All curriculum areas link their subject areas to the world of work, employability skills. National Apprenticeship Week – Presentation Careers Carousel Careers Drop Down Day	Careers education Careers information Employer engagement	Various employer links Mentors ASK project	2,4,5
January-May	Industry Visits linked to curriculum	Careers information Employer engagement	Various	4,5,6,7
May	Next Steps Programme UCAS application process/information	Careers information	Careers Leader/Vice Principal	1,2,3,5,6,7
July	WEX Week	Employer engagement	Various	1,2,3,5,6

Year 13

Year 13				
Date	CEAIG Activity	Services	Partners	Gatsby Benchmarks
September - July	<p>Access to independent and impartial careers advice and guidance.</p> <p>All students have access to one to one guidance interviews.</p> <p>Addition support available through staff referral, parental request.</p>	Careers information, advice and guidance. One to one guidance.	National Careers Service	3,8
September – July	Continue student Start Profile and continue to upload experiences and evaluate career progression against core skills	Careers information Careers education	UTC Staff	1,3, 6, 7
September to July	Careers drop in sessions	Careers Information Careers Education	Careers Leader	1,2,3,8
September	UCAS Application workshops/submission	Careers education	Mentors	1,2,4
September - December	University Speakers	Careers education Careers information	Various Universities	1,2,4,5,6,7
September to April	CEIAG assemblies provide CEIAG and support, LMI.	Careers education Careers information	Mentors DWP School Advisor Various employers National Citizenship Service Education Development Trust	2,4,5,7

November/March	Careers Fair	Careers Information Careers Education	Various Employers/HE, FE providers, Training providers	1,2,4,5,6,7
December	Mock Interviews	Employer Engagement Careers Education	Various Employers	2,4,5,6,7
February	Briefing – apprenticeships. Apprenticeship information sessions – Information on the apprenticeship pathway / application procedures.	Careers information Employer engagement	ASK Project Apprenticeship providers	2,3,5
March	National Careers Week – Mentor activities, Mentor group assemblies. All curriculum areas link their subject areas to the world of work, employability skills. National Apprenticeship Week – Presentation Careers Carousel Careers Drop Down Day	Careers information Careers Education Employer engagement	Various employer links (see IAG calendar) Mentors ASK project	2,4,5
March	DWP Assembly – Labour Market Information	Careers information	DWP Schools Advisor	2
August	Results Day Personal guidance and support.	Careers information and advice	Education Development Trust Career Leader	1,2,3,8

CEIAG Overview	Year 9	Year 10	Year 11	Year 12	Year 13
Career Focused Whole Year Group Student Briefings	√	√	√	√	√
Crew Career and Self Development Programme	√	√	√		
6 th Form Self Development Programme				√	√
Careers Workshops	√	√	√	√	√
Drop Down Days / Challenge Days	√	√	√		
Visits from Employers	√	√	√	√	√
Visits to Employers	√	√	√	√	√
Work Experience (face to face or virtual)	√	√		√	
FE Taster Days		√	√		
HE Taster Sessions		√		√	√
Visits from HE	√	√	√	√	√
Employee Mentoring (targeted students)	√	√	√	√	√
Enterprise Activities	√	√	√	√	√
Mock Interviews			√		√
Business Interactions	√	√	√	√	√
Internal Careers/Apprenticeship Fairs	√	√	√	√	√
External Careers Events	√	√	√	√	√
DWP Support	√	√	√	√	√
Access to One to One Guidance Interviews	√	√	√	√	√
National Citizenship Service			√	√	
Web Based Activities / Careers Websites (Start Profile)	√	√	√	√	√
Employability Workshops	√	√	√	√	√
Industry Projects	√	√		√	

Short, Medium and Long Term Strategic Plan

To fulfil the vision of all students being Career and Life Ready when leaving UTC South Durham a series of tactics will be implemented every year. As previously mentioned each tactic will have an aspirational target and these year on year will be reviewed and success measured against the tactic (which is essentially an action plan with measures). Below is an indication of what aspirational target teams will work toward.

2021-2022 (Short)	2022-2023 (Medium)	2023-2024 (Long)
<ul style="list-style-type: none"> Curriculum intent to be written for year 9 to include career focused job roles and skills needed for the STEM sector 	<ul style="list-style-type: none"> All curriculum intent has been rewritten to include career and STEM sector skills 	<ul style="list-style-type: none"> Project Based Learning is taking place with co creation of projects with a wide variety of subject teachers and external industry partners
<ul style="list-style-type: none"> Directorate Improvement Plans to have a careers focused embedded curriculum objective using defined and set criteria that is aligned with the SLP 	<ul style="list-style-type: none"> The Crew Programme is taken across to 6th Form replacing the Development Programme. 	<ul style="list-style-type: none"> Students by Year 11 have a minimum of 6 career and professional experiences that ensure they are ready for the world of work
<ul style="list-style-type: none"> Directorate Improvement Plans have an identified careers champion to represent the directorate and be accountable for careers in their department 	<ul style="list-style-type: none"> Schemes of Work in each Directorate have a minimum of three professional and career experiences for each student 	<ul style="list-style-type: none"> Year 11 students have a portfolio of evidence that clearly shows their progression and self-reflection
<ul style="list-style-type: none"> Crew Programme and 6th Form Development Programme to be reviewed to ensure that careers activities are aligned with the SLP 	<ul style="list-style-type: none"> Student Led Conferences are being fully implemented and used in 6th Form 	<ul style="list-style-type: none"> A programme that employer partners sign up to that ensures that if they take part in the careers programme they get access to students
<ul style="list-style-type: none"> To introduce the Start Profile Programme to Year 12 and Year 13 	<ul style="list-style-type: none"> To have the whole school using the Start Profile as a tool to capture and measure career success 	<ul style="list-style-type: none"> All students are clear about what their career focus is and have a clear careers programme that they take ownership over and take responsibility to deliver.

Appendices

Appendix 1

Communicate					
<p>To communicate professionally and appropriately. To present ideas clearly to varied audiences and for varied purposes, checking that meaning is understood. To listen to others carefully and actively and respond to them in a professional and supportive manner.</p>	Highly Effective	Eloquent and fluent communication, able to adapt style to match varying audiences.	High standard of written English used at all times.	Able to consider key concepts when offering feedback and challenge others' thinking. Evaluates feedback and responds effectively.	Encourages others to articulate feelings or concerns and responds with support and appropriate signposting.
	Effective	Always communicates professionally and presents ideas in appropriate formats.	Uses Standard English and accurate SPaG when presenting ideas.	Understands success criteria and can offer constructive criticism to peers. Always responds appropriately to feedback.	Shows empathy when listening to others and is able to respond in kind.
	Improving	Occasionally able to offer opinions or ideas in suitable ways.	Able to use Standard English and increasingly accurate SPaG.	Able to use success criteria to give feedback and occasionally responds to feedback.	Listens to others and tries to respond appropriately.
	Developing	Not yet able to Communicate appropriately or professionally	Not yet able to use Standard English or accurate SPaG when writing.	Not yet able to give feedback or accept constructive criticism.	Not yet able to listen to others.



Organise



<p>To be punctual, fully equipped and ready to learn and contribute.</p> <p>To set and prioritise personal, educational and professional learning goals and plan how achieve them.</p> <p>To actively take responsibility for our own learning; use initiative; ask questions; seek help when needed.</p>	Highly Effective	<p>Planning includes time to reflect on work and make improvements.</p> <p>Able to regularly evaluate planning to ensure efficient use of time and resources.</p>	<p>Always ready to learn.</p>	<p>Information is presented in a cohesive manner using paragraphing, accurate SPaG and appropriate conventions for the format.</p>	<p>Demonstrates initiative consistently, completing tasks to the best of their ability and seeking out opportunities to extend their learning.</p>	<p>Highly resilient, they are driven to achieve the highest possible outcomes.</p>
	Effective	<p>Plans own time effectively to meet deadlines.</p> <p>Is able to adapt planning to meet changing circumstances.</p>	<p>Always punctual and with the correct equipment.</p>	<p>Written responses are organised using paragraphs and accurate SPaG.</p>	<p>Always follows instructions and is completes any given task effectively.</p>	<p>A resilient learner, they always ready to learn and uses own initiative to complete challenging or complex tasks.</p>
	Improving	<p>Beginning to take responsibility for organising their own time.</p> <p>Can meet deadlines with supervision.</p>	<p>Improving punctuality and generally with equipment.</p>	<p>Presents information in an increasingly organised manner.</p>	<p>Generally able to follow instructions and occasionally able to prioritise tasks themselves.</p>	<p>Sometimes willing to engage in learning activities and will attempt some challenging tasks.</p> <p>Occasionally demonstrates resilience.</p>
	Developing	<p>Not yet able to plan time well and often misses deadlines.</p>	<p>Often late or lacking equipment.</p>	<p>Not yet able to write responses which are organised or planned.</p>	<p>Rarely able to act without guidance.</p>	<p>Not yet able to show resilience when tackling a challenging task.</p>

Persevere



<p>To be willing to move outside of comfort zone in order to develop and deepen learning. To always apply full effort and drive towards success, even if not always successful first time. To approach situations creatively, take pride in our work and produce to a high standard.</p>	Highly Effective	Seeks out appropriate opportunities to challenge themselves and is confident to critique their own performance.	Able to evaluate their own progress and make sensible, informed decisions about their next steps.	Seeks out new experiences and reflects them critically.	Inquisitive and motivated to deepen knowledge of subjects studied and conducts research into other areas of interest.
	Effective	Is willing and able to challenge themselves and responds professionally to feedback and advice.	Understands that success will require setbacks, that mistakes are inevitable and that we can learn from them.	Confident when presented with new experiences and keen to take opportunities when offered.	Is inquisitive and curious about the subjects studied.
	Improving	Occasionally tries new things, they are beginning to understand the value of challenge.	With support, they are capable of handling setbacks or difficulties and can respond to advice.	Beginning to develop confidence when presented with new experiences.	Asks questions to aid understanding, is beginning to develop an inquisitive mind.
	Developing	Struggles to act independently, to listen to feedback or to challenge themselves.	Lacks confidence in their ability to achieve and fear failure.	Lacks the confidence to try new things.	Accepts answers rather than seeking to understand the concepts behind them.



Reflect



<p>To welcome feedback and apply it positively to improve our work and ourselves. To critique my own and others' constructively and with compassion against objectives and take time to redraft and improve it (where appropriate.) To learn from feedback and critique and use this to inform future goal setting and improve self-perception.</p>	Highly Effective	Is motivated to improve and capable of evaluating their own performance with constructive criticism.	Always seeks to go beyond the success criteria, taking opportunities to demonstrate their ability and enthusiasm.	Is able to offer advice to others and encourages their peers to be reflective and to take responsibility for their own learning.	Driven and committed to achieving the best possible results, student engages with opportunities to learn and often creates their own opportunities.
	Effective	Ensures they understand the success criteria and regularly refers back to it during a task. Is able to evidence their skills using a variety of methods.	Always engages with learning taking an active part in lessons and taking responsibility for their own learning.	Regularly evaluates their own performance and seeks advice and support as needed.	Seeks to achieve the best possible results and makes appropriate use of resources available to achieve.
	Improving	Attempts to refer to success criteria when undertaking tasks. Is aware of the need to understand requirements but cannot always evidence appropriate skills.	Occasionally engages with learning, showing moments of independence and asking questions.	Can sometimes evaluate their own performance, often with support, and makes some efforts to improve.	Starting to show ambition to achieve appropriate levels of attainment, sometimes seeks guidance from relevant staff or peers.
	Developing	Is not yet able to engage with success criteria.	Considers learning to be a passive activity. Does not yet seek to improve.	Is not yet able to evaluate own performance.	Shows little ambition to achieve appropriate levels of attainment.

Collaborate



<p>To help others to achieve by encouraging them and supporting them academically, emotionally and professionally.</p> <p>To adapt to different ways of working, to work hard and strive to achieve team goals.</p> <p>To share responsibility and contribute fairly to goal setting, planning and tasks.</p>	Highly Effective	Demonstrates leadership skills by organising groups and by showing consideration of others.	Supports other members of the group emotionally and academically.	Encourages group members to collaborate and develop the skills of their colleagues.	Seeks opportunities to experience new beliefs and cultures and strives to widen their experiences.
	Effective	Contributes fully to groups, taking part in the planning of tasks.	Works continuously alongside their group to ensure the successful contribution of any task.	Works successfully with others.	Is able to understand the attitudes and beliefs of other people and treat them with respect.
	Improving	Beginning to develop strategies which allow them to make contributions to a group.	Can contribute to the completion of tasks when supervised.	Is able to work in a group in some contexts.	Is beginning to be able to show empathy and accept others' opinions in some contexts.
	Developing	Is not yet able to work well as part of a group.	Unable to collaborate, leaves the tasks to others.	Is not yet able to take other members of the group into consideration.	Is not yet able to engage with the viewpoints of others.

Respect



<p>To take care of resources, materials and environment and use them safely and responsibly. To act with integrity at all times and be mindful of how actions can affect others. To be compliant with the rules and routines of the college, community and workplace.</p>	Highly Effective	Encourages their peers to act responsibly and with respect. Supports other students in reflecting on their actions and helping them adapt.	Promotes ethical behaviour in others and acts as a role model to other students.		Is inquisitive about the world and the way it works and shows understanding of many issues.	Is keen to change the world!
	Effective	Understands how to conduct themselves in the workplace and in society and generally acts in an appropriate and safe way. Can reflect on their actions and learn from mistakes. Is able to adapt their behaviours to given situations.	Always shows respect to others and to their environment.	Clearly understands right from wrong and acts accordingly.	Is interested in the world and seeks to understand the issues facing society.	Shows an interest in the wider world and considers facts before reaching conclusions.
	Improving	Is capable of professional conduct but cannot always sustain it. Understands the reasons for their actions or decisions, but cannot always control themselves.	Usually treats others with respect and is aware of their responsibility for looking after the UTC environment.	Understands the notion of a 'moral compass', but not always able to follow it.	Beginning to show an interest in issues or events outside of their direct experience.	Shows an interest in the wider world but occasionally misunderstands issues or is limited to opinion without evidence.
	Developing	Is not yet able to behave professionally or demonstrate maturity and responsibility in decision making.	Rarely shows respect to staff, peers or the UTC institution. Lacks understanding of others thoughts or feelings.	Not always aware of right and wrong.	Does not yet show an interest in experiences outside of their own.	Does not yet demonstrate an awareness of issues in the community, wider society or the world.