

Careers Programme

Gatsby Benchmark	Description	Criteria	Overview at Driffield School & Sixth Form
1: A stable careers programme	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.	• Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it. • The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. • The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it. • The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils,	We strive to ensure that our students are making aspirational and informed choices. Together with teachers and tutors, our dedicated Careers Team work closely with students to ensure that they are fully equipped with the right skills and competencies to succeed within the world of work and throughout the rest of their personal lives. There is a dedicated Careers Team at Driffield School: • SLT – Tom Fisher (Assistant Head Teacher – Personal Development) • Link Governor – Richard Gorski • Careers Leader – Ruth Mortimer (L7 Qualified) • Careers Guidance Lead – Holly Robinson (L7 Qualified) • Deputy Head of Sixth Form (responsible for Personal Development) – Alex Amers Trust Director of Employability – Sarah Barley The school is also part of The Education Alliance multi-academy trust, and we work collaboratively with other secondary schools in the trust, with termly meetings to share good practice. There is a dedicated section for Careers on our SIP under personal development. This is assessed yearly and adapted and changed to meet statutory guidelines and to best meet the needs of all of our students. Students receive a varied programme of Careers visits, guest speakers, interactive activities and assemblies throughout the year, as well as enrichment activities during form time. We use the Unifrog careers platform to ensure consistent tracking, planning, and evaluation of careers guidance, ensuring all students access impartial information and

		careers advisers and employers to increase its impact.	opportunities aligned with their needs and aspirations. Staff can monitor progress and embed careers across the curriculum. Student voice, teacher and employer feedback after events, sessions, workshops contribute to this benchmark.
2: Learning from career and labour market information	All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.	- During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. - Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.	Students have access to up to date career and labour market information through the Unifrog platform. This is referenced and explained during careers meetings. Regular parent/carers newsletters and social media posts inform parents/carers about LMI and different career pathways. Dedicated resources for parents on LMI are also available on our website. A weekly Form time programme which is delivered to all students across the school features a Careers slide each week, with LMI, a job of the week and information on upcoming careers events. The school hosts a large, biennial careers fair that both students and parents/carers are invited to attend from all groups.
3: Addressing the needs of each young person	Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of	- A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. - Schools should keep systematic records of the participation of pupils in all	Students experience a diverse range of inspirational speakers and visitors throughout their time at school. When using images on the Form Programme and on posters/visual aids in classrooms, images are selected that challenge stereotypes (e.g. a male nurse, a female construction worker). Inclusive language is used and promoted at school, when discussing careers in lessons and in 1:1 careers appointments and in any literature.

	each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.	aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions. • For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition. • All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. • Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support. • Schools should use sustained and longerterm destination data as part of their evaluation process and use alumni to support their careers programme.	The Unifrog platform is used to record and track student information regarding careers and aspirations, including their individual action plans from their 1:1 careers meetings. The students have access to this information at all times. Destination data is analysed and monitored by the careers team and is used to inform the careers programme. Staff work collaboratively to ensure that the appropriate level of support is in place depending on the learners needs (please see the whole school approach diagram at the end of this document). The Careers Guidance Lead has completed additional training in supporting students with SEND.
4: Linking curriculum	As part of the school's programme of careers	• Every year, in every subject, every pupil should have	There are Careers Champions in each department and termly meetings are held with the Careers team.

learning to careers	education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.	opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. • Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.	There are visible posters and displays in each department area showing different career paths linked to the subject and the skills needed. The Careers team support teachers with materials to highlight relevant careers and skills throughout the year and especially during events such as National Careers Week and National Apprenticeship week. A varied programme of guest speakers and visits are used to highlight links between curriculum learning and careers. All teachers have access to the Unifrog platform to access content/videos that are linked to their subject areas.
5: Encounters with employers and employees	Every pupil 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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	• Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer	We hold a large biennial Careers Fair at school which attracts over 50 different employers from the local area. The event is well attended by all year groups and parents/carers. The Countryside Careers fair held at the local Driffeld Showground every May, is attended by staff and students. Please refer to the year plan below for details on the employer encounters experienced by each year group.
6: Experiences of workplaces	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	• By the age of 16, every pupil should have had meaningful experiences of workplaces. • By the age of 18, every pupil should have had at least one further meaningful experience.	We have a varied programme of work place visits across year group (please refer to the termly plan below) and work with local employers to provide interactive experiences of the workplace. Students access virtual work experience placements through both the Unifrog and Springpod platforms.

			Over the next 3 years, we plan to develop our experiences of the workplace further in line with the Equalex model. Sixth Form work experience programme
7: Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.	• By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. • By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.	Students have multiple opportunities to engage with further and higher education providers and ITPs both through events in school and through visits to the providers (please refer to the termly plan below). Students attend multiple trips to visit local universities.
8: Personal Guidance	Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of provider staff) or external, provided they are trained to an appropriate level. These meetings should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be scheduled to meet	• Every learner should have at least one personal guidance meeting with a careers adviser. Meetings should be scheduled in the careers programme to meet the needs of learners. • Information about personal guidance support and how to access it should be communicated to learners, parents and carers, and other stakeholders, including through the provider website.	There is a dedicated Careers Adviser based in school 4 days per week, offering scheduled 1:1 meetings in addition to lunchtime drop in sessions. The Careers Adviser is Level 6 qualified, and also is Level 7 qualified in Careers Leadership. The Adviser is a registered member of the CDI (Careers Development Institute) and follows the CDI Code of Ethics. The Careers Adviser works closely with other key staff in school to ensure that careers support meets the needs of students (please see the whole school approach map at the end of this document). Every student receives at least one 1:1 meeting before the end of Year 11 and are then offered a further meeting during their time in Sixth Form. Some students have multiple meetings dependent on their needs. During 1:1 meetings, the Adviser and student complete an action plan, which is also uploaded onto the Unifrog platform.

	individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.		Details of how to contact the Careers Adviser are on the school website and in regular parent/carer communications. The Careers team also regularly attend face to face parent/carer events. The Careers Adviser is visible and approachable to students, conducting assemblies, dropping into form times and holding lunchtime drop in sessions.
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CAREERS

A WHOLE SCHOOL APPROACH

The Professional Tutor for Sixth Form refers students with low attendance to the CGL for support with aspirations to improve engagement.

The Pupil Premium Coordinator assists with funding interventions that target disadvantaged students and collaborate to ensure vulnerable students are adequately supported to achieve their potential post-16.

The Headteacher provides overall leadership, ensuring delivery is monitored and fair budgets are assigned to ensure our **goals are kept at the forefront**

The SENDCo feeds into the delivery and strategy for SEND careers. The SENDCo and CGL work together to ensure the needs of individual students are met.

The LAC Coordinator works with the CGL to ensure students in KS4 are seen for a careers appointment prior to their PEP meetings

The Assistant Head of Sixth Form ensures that age-appropriate careers activities are embedded into the Personal Development programme

PP

PT

HT

SENDCo

LAC

PD

HOS

SLT

CL

CC

CGL

The Head of Sixth Form works along with the CL and CGL to develop and maintain the alumni network, parental engagement and UCAS applications

The Assistant Headteacher with responsibility for personal development assists the CL and CGL in ensuring the provision is mapped and considered against the SIP and agenda. Acts as an intermediary between the CL and SLT.

The Careers Leader delivers the management, leadership and co-ordination of the careers programme, to ensure Statutory requirements are met, and in accordance with the Gatsby Benchmarks. Ensures all players are working collaboratively

Careers Champions in each department work alongside the CL to develop GB4, with termly meetings.

The Careers Guidance Lead works alongside the CL to implement the delivery of the careers programme and assists with the strategic planning of the provision to meet students needs.



CAREERS
DRIFFIELD
SCHOOL
& SIXTH FORM

Year 12

Term	Curriculum & Personal Development programme	Employer/Provider Interactions	Other	Parental/community engagement
Autumn 1	Employability enrichment session (Group 1)	BAE Systems Apprenticeship Event trip Unifrog Virtual University Fair	Form programme - job of the week with LMI Lunchtime careers drop in sessions Unifrog: Personality profile quizzes and exploring careers library	Parent-Carer careers newsletter Parent log ins available for Unifrog to access resources Careers article in Driffield & Wolds Weekly 1-2 times per month
Autumn 2	Employability enrichment session (Group 1) University of Hull Psychology talk Green Careers week activities	Sports Fest at CU Scarborough MedSoc visit to HYMS Politics London trip: Visit to multinational NGO and Houses of Parliament Hull & ER Apprenticeship Expo Alumni/Employer talk/workshop	Form programme - job of the week with LMI Lunchtime careers drop in sessions Unifrog: Personality profile quizzes and exploring careers library Future Skills Questionnaires	Parent-Carer careers newsletter Parent log ins available for Unifrog to access resources Careers article in Driffield & Wolds Weekly 1-2 times per month
Spring 1	Employability enrichment session (Group 2) National Apprenticeship and National Careers week activities	Workshops with apprenticeship providers (e.g. Nestle) Alumni/Employer talk/workshop	Form programme - job of the week with LMI Lunchtime careers drop in sessions Unifrog: Explore Post-18 pathways	Parent-Carer careers newsletter Parent log ins available for Unifrog to access resources Social media – National Apprenticeship week and National Careers week Careers article in Driffield & Wolds Weekly 1-2 times per month
Spring 2	Employability enrichment session (Group 2)	Hull Uni Medical workshop Alumni/Employer talk/workshop	Form programme - job of the week with LMI Lunchtime careers drop in sessions	Parent-Carer careers newsletter Parent log ins available for Unifrog to access resources

		Apprenticeship provider assembly		Careers article in Driffield & Wolds Weekly 1-2 times per month
Summer 1	Employability enrichment session (Group 3)	Countryside Careers Fair Alumni/Employer talk/workshop	Form programme - job of the week with LMI 1:1 Careers meetings Lunchtime careers drop in sessions	Parent-Carer careers newsletter Parent log ins available for Unifrog to access resources Careers article in Driffield & Wolds Weekly 1-2 times per month
Summer 2	Employability enrichment session (Group 3) Criminology visit to Hull Crown court Personal statement/UCAS application support	St Johns Ambulance workshop Hull University visit Newcastle university visit Work Experience week	Form programme - job of the week with LMI 1:1 Careers meetings Lunchtime careers drop in sessions Apprenticeships assembly UCAS/University assembly Future Skills Questionnaires	Parent-Carer careers newsletter Parent log ins available for Unifrog to access resources Next Steps evening Careers article in Driffield & Wolds Weekly 1-2 times per month Stall and networking at Driffield Show

Year 13

Term	Curriculum & Personal Development programme	Employer/Provider Interactions	Other	Parental/community engagement
Autumn 1	Gap year provider talk Personal statement/UCAS application support	Unifrog Virtual University Fair	Form programme - job of the week with LMI Apprenticeship support group & Teams channel 1:1 Careers meetings Lunchtime careers drop in sessions	Parent-Carer careers newsletter Parent log ins available for Unifrog to access resources Careers article in Drifffield & Wolds Weekly 1-2 times per month
Autumn 2	University of Hull Psychology talk Personal statement/UCAS application support	Sports Fest at CU Scarborough Hull & ER Apprenticeship Expo Politics London trip: Visit to multinational NGO and Houses of Parliament Alumni/Employer talk/workshop	Form programme - job of the week with LMI Apprenticeship support group & Teams channel 1:1 Careers meetings Lunchtime careers drop in sessions Unifrog: Apprenticeship application masterclass/Personal statement masterclass Future Skills Questionnaires	Parent-Carer careers newsletter Parent log ins available for Unifrog to access resources Careers article in Drifffield & Wolds Weekly 1-2 times per month
Spring 1	National Apprenticeship and National Careers week activities	Alumni/Employer talk/workshop	Form programme - job of the week with LMI 1:1 Careers meetings	Parent-Carer careers newsletter Parent log ins available for Unifrog to access resources

			Apprenticeship support group & Teams channel Lunchtime careers drop in sessions Unifrog – Post university application webinar Student finance talk	Social media – National Apprenticeship week and National Careers week Careers article in Driffield & Wolds Weekly 1-2 times per month
Spring 2		Alumni/Employer talk/workshop	Form programme - job of the week with LMI Apprenticeship support group & Teams channel Lunchtime careers drop in sessions	Parent-Carer careers newsletter Parent log ins available for Unifrog to access resources Careers article in Driffield & Wolds Weekly 1-2 times per month
Summer 1		Countryside Careers Fair		
Summer 2				UCAS/Careers support on Results day

Provider Access Legislation Tracker

Academic Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
25/26			Talent Foundry T Level session	Talent Foundry T Level session		Hull & ER Apprenticeship Fair	Hull & ER Apprenticeship Fair
	Bishop Burton College	Bishop Burton College	Bishop Burton College	Bishop Burton College	Bishop Burton College	BAE Apprentice Interest Event	BAE Apprentice Interest Event
24/25		NYBEP	NYBEP	NYBEP	NYBEP		School Careers Fair
		STEM Roadshow	STEM Roadshow				Hull & ER Apprenticeship Fair
23/24			HETA	HETA	HETA	HETA	HETA
			Reds 10	Reds 10	Reds 10	Reds 10	Reds 10
22/23				ER College	ER College	ER College	ER College
				Swift	Swift	Swift	Swift
				BBC	BBC	BBC	BBC

Statutory requirements

Year groups	Encounters	Mandatory or Optional?
First key phase Key stage 3 (year 8 & 9)	2 x encounters 1st Sept Year 8 – 28th Feb Year 9	Mandatory
Second key phase Key stage 4 (year 10 & 11)	2 x encounters 1st Sept Year 10 – 28th Feb Year 11	Mandatory
'Third key phase' Key stage 5 (year 12 & 13)	2 x encounters 1st Sept Year 12 – 28th Feb Year 13	Mandatory to put on, optional to attend

Number of encounters

	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
KS 3	0	3	3	5	3	
KS 4			2	2	2	5
KS 5					2	4
Total		3	5	7	7	9