

High Tunstall College of Science



Inspire | Support | Achieve

Careers Education, Information, Advice and Guidance Policy

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Stakeholder Consulted	-	Assessment and Curriculum Committee
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Responsibility for Review	-	Teacher in charge of CEIAG

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Statement of intent

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers'.

The main aims of careers provision at High Tunstall College of Science are to:

- Prepare students for life post-education
- Develop an understanding of different career paths and challenge stereotypes
- Develop an understanding of the differences between school and work
- Inspire students to chase and achieve their dreams
- Help students to access information on the full range of post-16 education and training opportunities
- Support students after leaving the college
- Offer targeted support for vulnerable and disadvantaged young people
- Instil a healthy attitude towards work.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE (2023) 'Careers guidance and access for education and training providers'

This policy operates in conjunction with the following college policies:

- Complaints Procedures Policy
- Provider Access Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy
- Records Management Policy.

2. Roles and responsibilities

The governing body is responsible for:

- Ensuring that all registered students are provided with independent careers guidance from Year 7 to Year 11
- Ensuring that arrangements are in place to allow a range of education and training providers to access all students and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes
- Ensuring that the guidance that is provided promotes the best interests of students
- Ensuring this policy does not discriminate on any grounds
- Handling complaints regarding this policy as outlined in the college's Complaints Procedure Policy
- Providing clear advice and guidance to the headteacher on which they can base a strategy for careers education and guidance which meets the college's legal requirements.

The Teacher in charge of CEIAG is responsible for:

- Managing the provision of careers information
- Taking responsibility for the development, management and reporting of the college's careers programme
- Planning careers activities and managing and coordinating other staff involved in the delivery of careers guidance
- Establishing and developing links with employers, education and training providers, and careers organisations
- Liaising with the headteacher and the careers coach to implement and maintain effective careers guidance
- Liaising with the PSHE leader and other Faculty leaders to plan careers education in the curriculum
- Liaising with teachers, mentors, and the SENCO to identify students needing guidance
- Referring students to careers advisers
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers
- Providing students with effective careers guidance and supporting social mobility by improving opportunities for all young people
- Supporting teachers of careers education and tutors providing initial information and advice
- Supporting subject teachers to build careers education and guidance into subjects across the curriculum
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG)
- Preparing and implementing a development plan for CEIAG
- Reviewing and evaluating the programme of CEIAG
- Encouraging the training of college staff to promote careers guidance to their students
- Using the [Gatsby Benchmarks](#) to improve the college's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks
- Allowing students to have access to providers of technical education, such as colleges, and apprenticeships to ensure every student is well-informed about their future options at every stage
- Using the [Compass tool](#) for self-evaluating the careers provision the college offers
- Publishing details of the college's careers programme and a policy statement on provider access on its website
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which students are in care/are care leavers, to understand their

additional support needs and to ensure that any personal education plans can inform careers advice

- Working closely with the SENCO and other staff to identify the guidance needs of all students with SEND and implement personalised support
- Ensuring that students with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

The Careers Coach is responsible for:

- Reporting regularly to the Teacher in charge of CEIAG, regarding student progress and the effectiveness of the college's career plan
- Providing a thorough, personalised career service throughout the college
- Staying up to date with relevant CPD and developments in the CEIAG sector
- Producing careers information and guidance through online and hard copy literature, and visual displays in college
- Organising workshops for students and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings
- Developing incentives and initiatives which actively encourage students to sign up to the college's career service
- Attending regular meetings with the Teacher in charge of CEIAG to discuss the college's career plan
- Providing an open-door service for students once a week to drop in and discuss their options
- Arranging meetings and follow-up appointments with students who are interested in the careers service
- Offering services to past students for up to a year after their departure from compulsory education
- Coordinating with the designated teacher for LAC and previously LAC to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved

Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons
- Attending any relevant CPD or training to ensure they are up-to-date with the college's careers plan
- Promoting careers guidance in the classroom through visual aids
- Being good role models for their particular area of work or specialism
- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3. Developing a stable careers programme

The college will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks.

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance.

The programme will be reviewed termly against the benchmarks to ensure it remains on target.

The college will demonstrate how it is working towards each Gatsby Benchmarks, as part of its careers summary, including the aims, objectives and activities provided for each year group.

Regular feedback from students, parents, teachers, governors and employers will be invited. Feedback will be used to contribute to the development of the college's careers programme to ensure it meets the needs of all students.

The Teacher in charge of CEIAG will ensure the leadership and coordination of a high-quality careers programme. The Teacher in charge of CEIAG is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the Teacher in charge of CEIAG will be published on the college website. A Careers Coach will be appointed to support the Teacher in charge of CEIAG and to provide individual, tailored careers guidance to students.

The appointed Teacher in charge of CEIAG will possess the following skills:

- Leadership – they will be a good leader who takes responsibility for developing, running and reporting on the college careers programme
- Management – they will be able to plan careers activities, manage the careers budget, and manage other staff involved in the delivery of careers guidance where necessary
- Coordination – they will be a careful coordinator of staff from across the school or college and from outside
- Networking – they will be a good networker who can establish and develop links with employers, education and training providers and careers organisations.

The following will be published on the college website:

- The name and contact details of the Teacher in charge of CEIAG
- A summary of the careers programme, including how information about the programme may be accessed.
- Details of how the college measures and assesses the impact of the careers programme on students.
- The date and review schedule of the careers information published.

The Teacher in charge of CEIAG will build careers and employer engagement plans to broaden the range of guidance that students have access to.

The college will work towards the [Quality in Careers Standard](#) to support the development of their careers programme, ensuring the programme is reviewed termly to ensure it is in line with the required standards.

4. Using labour market information

The College will ensure all requirements to meet 'Benchmark 2: Learning from career and labour market information' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The college will ensure every student, and their parents, has access to high-quality information about future study options and labour market opportunities. Students and their parents will be referred to an informed advisor to help them make best use of the information available.

The college will ensure students and their parents understand the value of finding out about the labour market and support them in accessing this information. Students and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

The college will ensure that all students, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options. Students will be provided with the necessary links and information that will enable them to access this. Access will be monitored to review whether students are making the most of the service, and if not, what can be done to ensure they do.

Parents will be encouraged to access and use information about labour markets and future study options to inform their support to their children.

The college will make use of local enterprise partnerships to provide students with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.

To support social mobility, the college will work to raise students' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for students to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

The college will use labour market information, such as job roles, pay and vacancies, to inform students about the trends and opportunities in each industry. Information about a diverse range of progression pathways will be shared with students, including technical routes, to strengthen their capacity to make effective choices.

5. Addressing the needs of students

The college will ensure all requirements to meet 'Benchmark 3: Addressing the needs of each pupil' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The college's careers programme will aim to raise the aspirations of all students whilst being tailored to individual needs. The programme will inform students of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

The college will embed equality and diversity considerations throughout its careers programme and actively seek to challenge stereotypical thinking.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure students of all genders, backgrounds, and abilities can consider the widest possible range of careers.

The college will tailor careers activities and educational goals to the needs of each student, taking into account their prior knowledge and skills, the choices they may face, and any additional support they may need to overcome barriers to progression.

Comprehensive and accurate records will be kept to support the career development of individual students at all relevant stages of education, beginning from the first point of contact. These will be stored securely in the careers office. Access will be allowed to this information, should a student or their parent request it.

Destinations data will be retained by the college for at least three (3) years after the student has left the college. This data, e.g., the percentage of students attending sixth form in the following term, will be published on the college's website alongside the college's careers programme.

Data retained will be collected, stored and managed in line with the Data Protection Policy and Records Management Policy.

The college will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be

reviewed by the headteacher and the Teacher in Charge of CEIAG on a yearly basis who can then base further development of the college's career guidance plan on the results and areas of success or failure.

6. Providing targeted support

The college will work with the LA, children's social care and VSHs to identify students who need targeted support or those who are at risk of not participating in post-16 pathways, such as:

- LAC and PLAC
- Care leavers
- Students from Gypsy, Roma and Traveller backgrounds.

Agreements will be made on how these students can be referred for support drawn from a range of education and training support services available locally. The college will share the relevant data on these students with the LA and local education and training providers where support costs may be required, such as care leavers and students who are eligible for FSM.

The college will ensure that students understand the programmes available to support them and the financial costs associated with staying in post-16 FE. To support students who are likely to need support with post-16 participation costs, such as those with SEND, the college will work with the LA and local post-16 education or training providers to share student data and ensure these students receive such support.

Students will be made aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. They will be advised of how to access this funding and who they should speak to find out more information.

7. Supporting students with SEND

The college will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach. The SEND local offer will be utilised; annual reviews for a student's EHC plan will be informed by good careers guidance.

The Teacher in charge of CEIAG will work closely with the SENCO and other staff to support students with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The college will work with families of students to help them understand what career options are available.

Surveys will be conducted to find out individual students' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to students needs based on their own aspirations and abilities.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform students about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities. Guidance will focus on a student's career aspirations and the post-16 options which are most likely to give the student a pathway into employment or HE.

The college will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Students will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Students with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the college's successful careers strategy.

When arranging work experience for students, the college will work with the employer to determine any additional support that will be needed during the work placement.

8. Linking curriculum learning to careers

The college will ensure all requirements to meet 'Benchmark 4: Linking curriculum learning to careers' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The college will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.

Teachers with industry experience will play a part in building careers guidance into the curriculum.

Students are expected to study the core academic subjects at GCSE, including English, maths, science, history, geography and a language.

Students will be taught to understand how these subjects provide a sound basis for many careers, as well as how they can enrich and enhance their lives and prepare them for adult life in general. Careers, employability, and enterprise lessons will be embedded into the PSHE curriculum.

Students will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.

The college will ensure that, by the age of 14, every student has had the opportunity to learn how various STEM subjects aid their entry into a wide range of careers and enable them to be more effective workers. The same will be applied for every student in their chosen subjects by the end of their course of study. The Careers and Enterprise Company (CEC) have collaborated with STEM Learning to produce a series of STEM toolkits.

9. Enabling encounters with employers and alumni

The college will ensure all requirements to meet 'Benchmark 5: Encounters with employers and employees' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The college will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom students can relate to. Every student will be exposed to the world of work by the age of 14.

Every year, from the age of 11, students will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:

- Careers events such as careers talks, careers carousels and careers fairs
- Transitions skills workshops such as CV workshops and mock interviews
- Mentoring and e-mentoring
- Employer delivered employability workshops
- Business games and enterprise competitions.

The college will develop strong links with local, regional and national employers across all sectors to help students obtain information on, and participate in, the rollout of T-levels.

The careers programme will have a strong employer focus, allowing students to meet with sector representatives and businesses, to gain insights into a range of industries and sectors. Students will have the opportunity to meet with individuals from different levels within an organisation and those who have followed a variety of pathways into employment.

10. Providing Work experience

The college will ensure all requirements to meet 'Benchmark 6: Experiences of workplaces' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The college will ensure that all students have had at least one first-hand experience of a workplace by the age of 16, additional to any part-time jobs they may have.

Where required and appropriate, virtual experiences of the workplace will be used to complement the in-person experience. This method will not be used for T-level industry placements.

The college will encourage students to experience a wide variety of workplaces and support them to plan for, reflect upon, and learn from these experiences.

Work experience will be designed to meet the needs of individual students, with particular consideration for students with SEND. The college carefully match the

placement to each student's ability, needs and aspirations. The college will work with the employer to put in place additional support within the work placement for students with additional needs, where required, and help prepare the student for the work placement.

Experiences of the workplace by the time the student is aged 16 will include the following:

- Workplace visits
- Job shadowing
- Career-related volunteering and social action.

11. Enabling encounters with further education (FE) and higher education (HE)

The college will ensure all requirements to meet 'Benchmark 7: Encounters with further and higher education' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The college will ensure all students understand the requirement to remain in education or training until their 18th birthday and what this requirement means for them. The college will ensure students are aware that this does not mean they need to stay in school, and that they may:

- Study full time in a school, college or with a training provider
- Undertake an apprenticeship, traineeship, or supported internship
- Work or volunteer 20 hours or more a week, combined with part-time accredited study.

The college will provide students with a range of information and opportunities to learn about the academic and technical pathways for education, training and career paths throughout their school life, to prevent last minute decision-making.

By the age of 16, every student will be provided the opportunity to have a meaningful encounter with providers of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers.

Students will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all students in Years 7 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.

The college will ensure that there are opportunities for providers to visit the college and speak to students in Years 7 to 11, by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops. A range of opportunities for visits from providers offering other options, such as FE will also be provided.

A policy statement will be published on the college website and will include:

- Any procedural requirements in relation to requests for access.
- Grounds for granting and refusing requests for access.
- Details of premises or facilities to be provided to a person who is given access.

12. Providing personal guidance

The school will ensure all requirements to meet 'Benchmark 8: Personal guidance' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

Careers advisors provided by the college will be unbiased and maintain the best interests of individual students at all times. The college **will not** promote particular career or progression routes as better or more favourable than others; however, students will be advised, where evidence supports it, whether a chosen course has the potential to lead to poor career outcomes.

All students will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the student reaches age 16.

Careers advisers will meet the professional standards outlined by the [Career Development Institute](#). The college will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.

Careers advisers working with students with SEND will use the outcome and aspirations in the EHC plan to focus discussions. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These students will have a named adviser who will build a relationship with them to better understand their individual needs.

13. Sharing information

The college will provide the relevant information about all students to the LA support services including:

- Basic information, such as the student's name or address
- Other information that the LA requires to support the student to participate in education or training to track their progress with students with SEND will have their data monitored by the LA up until the age of 25.

The college's privacy notice will offer students and their parents the opportunity to ask for personal information not to be shared.

LAs will be notified, as early as is possible, whenever a student is at risk of not being in education, employment or training post-16. The college will agree on local arrangements for ensuring these duties are met.

14. Compliance with legal duties and statutory guidance

Where someone has a complaint about the college's careers provision, such issues will be handled locally in accordance with the college's Complaints Procedures Policy. All complaints will be easy to submit and considered impartially.

The college will be compliant with the 'Baker Clause' by ensuring that there is an opportunity for a range of education and training providers to access all Year 7 - to 11 students for the purpose of informing them about approved technical education qualifications and apprenticeships.

Under Section 42B of the Education Act 1997 and the Skills and Post-16 Education Act 2022, the college has a duty to provide pupils in Years 8 to 13 with access to providers of post-14, post-16 and post-18 education and training. This will provide students with additional information about approved technical qualifications and apprenticeships, enabling them to build a picture of the kind of training that may suit them best, ultimately reducing the risk of them dropping out of courses.

All students in Years 8 to 11 will receive at least six (6) encounters with accredited providers of technical education and apprenticeships. These encounters will be divided accordingly:

- In Year 8 or between 1 September and 28 February during Year 9, all students must attend two (2) mandatory sessions by accredited providers
- In Year 10 or between 1 September and 28 February in Year 11, all students must attend two (2) mandatory sessions by accredited providers.

The college will be clear on the following:

- Who is to be given access to students
- Which students access will be given to
- How this will happen and when.

The college will ensure that provider visits are available to all students in the relevant year group and will not do anything which may limit the ability of students to attend. The college will not, under any circumstance, restrict invitations to selected groups of students or hold events outside of normal college hours.

The college has prepared the Provider Access Policy which sets out the circumstances in which education and training providers will be given access to students.

The Provider Access Policy is published on the college website and includes:

- Any procedural requirements in relation to requests for access, e.g., the main point of contact at the college to whom requests should be directed
- Grounds for granting and refusing requests for access, e.g., details of timetabled careers lessons, assemblies or careers events which providers may attend

- Details of premises or facilities to be provided to a person who is given access, e.g., rooms and resources
- A list of providers who have previously visited the college from Evolve
- Destinations of previous students. (DfE Data on the college website)
- Details about live online encounters with providers (from Compass +)
- Information on how a provider can raise a complaint and the procedure to go through; (Addressed in Provider Access Policy).

15. [Updated] Monitoring and review

The governing body, in conjunction with the Headteacher and the Teacher in charge of CEIAG, will review this policy on an annual basis, taking into account the success of supporting students in accessing post-16 education and training. The Headteacher will make any necessary changes to this policy and will communicate these to all members of staff.

[Updated] The next review date for this policy is December 2026.

Gatsby Benchmarks (Appendix A)

1. A STABLE CAREERS PROGRAMME.	Every school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. ADDRESSING THE NEEDS OF EACH STUDENT.	Students have different career guidance needs at different stages. Opportunities for advice and Support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with Careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.
5. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES.	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. EXPERIENCES OF WORKPLACES.	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION.	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Year 9 Options Questionnaire (Appendix B)

1. Surname

2. First name

3. Tutor Group

- | | |
|--------------------------------------|-----------------------------|
| <input checked="" type="radio"/> 9H1 | <input type="radio"/> 9C2 |
| <input type="radio"/> 9H2 | <input type="radio"/> 9C3 |
| <input type="radio"/> 9H3 | <input type="radio"/> 9S1 |
| <input type="radio"/> 9T1 | <input type="radio"/> 9S2 |
| <input type="radio"/> 9T2 | <input type="radio"/> 9S3 |
| <input type="radio"/> 9T3 | <input type="radio"/> Shine |
| <input type="radio"/> 9C1 | |

4. Excluding core subjects, if you had to make your option choice now, which of the following subject choices would you select as your **FIRST** preferred option choice:

- | | | |
|---|---|--|
| <input type="radio"/> Art and Design | <input type="radio"/> French | <input type="radio"/> Statistics |
| <input type="radio"/> Drama | <input type="radio"/> German | <input type="radio"/> Construction |
| <input type="radio"/> Music | <input type="radio"/> Spanish | <input type="radio"/> Business Studies |
| <input type="radio"/> PE | <input type="radio"/> Triple Science | <input type="radio"/> Computer Science |
| <input type="radio"/> Geography | <input type="radio"/> Psychology | <input type="radio"/> imedia |
| <input type="radio"/> History | <input type="radio"/> Heath and Social Care | <input type="radio"/> Engineering |
| <input type="radio"/> Philosophy and Ethics | <input type="radio"/> Media | <input type="radio"/> Food and Nutrition |
| <input type="radio"/> Citizenship | | |

5. Excluding core subjects, if you had to make your option choice now, which of the following subject choices would you select as your **SECOND** preferred option choice:

- | | | |
|---|---|--|
| <input type="radio"/> Art and Design | <input type="radio"/> French | <input type="radio"/> Statistics |
| <input type="radio"/> Drama | <input type="radio"/> German | <input type="radio"/> Construction |
| <input type="radio"/> Music | <input type="radio"/> Spanish | <input type="radio"/> Business Studies |
| <input type="radio"/> PE | <input type="radio"/> Triple Science | <input type="radio"/> Computer Science |
| <input type="radio"/> Geography | <input type="radio"/> Psychology | <input type="radio"/> imedia |
| <input type="radio"/> History | <input type="radio"/> Heath and Social Care | <input type="radio"/> Engineering |
| <input type="radio"/> Philosophy and Ethics | <input type="radio"/> Media | <input type="radio"/> Food and Nutrition |

- ☐ Citizenship
6. Excluding core subjects, if you had to make your option choice now, which of the following subject choices would you select as your **THIRD** preferred option choice:

- | | | |
|---|---|--|
| <input checked="" type="radio"/> Art and Design | <input type="radio"/> French | <input type="radio"/> Statistics |
| <input type="radio"/> Drama | <input type="radio"/> German | <input type="radio"/> Construction |
| <input type="radio"/> Music | <input type="radio"/> Spanish | <input type="radio"/> Business Studies |
| <input type="radio"/> PE | <input type="radio"/> Triple Science | <input type="radio"/> Computer Science |
| <input type="radio"/> Geography | <input type="radio"/> Psychology | <input type="radio"/> imedia |
| <input type="radio"/> History | <input type="radio"/> Heath and Social Care | <input type="radio"/> Engineering |
| <input type="radio"/> Philosophy and Ethics | <input type="radio"/> Media | <input type="radio"/> Food and Nutrition |
| <input type="radio"/> Citizenship | | |

7. Excluding core subjects, if you had to make your option choice now, which of the following subject choices would you select as your **FOURTH** preferred option choice:

- | | | |
|---|---|--|
| <input checked="" type="radio"/> Art and Design | <input type="radio"/> French | <input type="radio"/> Statistics |
| <input type="radio"/> Drama | <input type="radio"/> German | <input type="radio"/> Construction |
| <input type="radio"/> Music | <input type="radio"/> Spanish | <input type="radio"/> Business Studies |
| <input type="radio"/> PE | <input type="radio"/> Triple Science | <input type="radio"/> Computer Science |
| <input type="radio"/> Geography | <input type="radio"/> Psychology | <input type="radio"/> imedia |
| <input type="radio"/> History | <input type="radio"/> Heath and Social Care | <input type="radio"/> Engineering |
| <input type="radio"/> Philosophy and Ethics | <input type="radio"/> Media | <input type="radio"/> Food and Nutrition |
| <input type="radio"/> Citizenship | | |

8. Excluding core subjects, if you had to make your option choice now, which of the following subject choices would you select as your **RESERVE CHOICE (1)**:

- | | | |
|---|---|--|
| <input checked="" type="radio"/> Art and Design | <input type="radio"/> French | <input type="radio"/> Statistics |
| <input type="radio"/> Drama | <input type="radio"/> German | <input type="radio"/> Construction |
| <input type="radio"/> Music | <input type="radio"/> Spanish | <input type="radio"/> Business Studies |
| <input type="radio"/> PE | <input type="radio"/> Triple Science | <input type="radio"/> Computer Science |
| <input type="radio"/> Geography | <input type="radio"/> Psychology | <input type="radio"/> imedia |
| <input type="radio"/> History | <input type="radio"/> Heath and Social Care | <input type="radio"/> Engineering |
| <input type="radio"/> Philosophy and Ethics | <input type="radio"/> Media | <input type="radio"/> Food and Nutrition |
| <input type="radio"/> Citizenship | | |

9. Excluding core subjects, if you had to make your option choice now, which of the following subject choices would you select as your **RESERVE CHOICE (2)**:

- | | | |
|---|--|--|
| <input checked="" type="radio"/> Art and Design | <input type="radio"/> French | <input type="radio"/> Statistics |
| <input type="radio"/> Drama | <input type="radio"/> German | <input type="radio"/> Construction |
| <input type="radio"/> Music | <input type="radio"/> Spanish | <input type="radio"/> Business Studies |
| <input type="radio"/> PE | <input type="radio"/> Triple Science | <input type="radio"/> Computer Science |
| <input type="radio"/> Geography | <input type="radio"/> Psychology | <input type="radio"/> Media |
| <input type="radio"/> History | <input type="radio"/> Health and Social Care | <input type="radio"/> Engineering |
| <input type="radio"/> Philosophy and Ethics | <input type="radio"/> Media | <input type="radio"/> Food and Nutrition |
| <input type="radio"/> Citizenship | | |

10. If there was a subject you wanted to study at GCSE (or equivalent) that is not appearing on the lists above, what would that be?

11. If you have not chosen a **language subject** to study in your preferred options, can you say why this would not be one of your choices. If you have, just state 'I have'.

12. If you have not chosen a **Humanities subject (Geography, History)** to study in your preferred options, can you say why this would not be one of your choices. If you have, just state 'I have'.

13. What further information would you like to receive about a particular subject? If you don't require any further information just type 'None'.

14. Which member of staff, if any, would you like to speak to regarding a specific subject? If there isn't one, just type in 'None'

15. Would you find it useful to speak to students who have already or are already completing a specific subject / course that you are interested in?

- ☐ Yes
☐ No

16. If you selected 'Yes' to Question 15, how would you like to hear from the student?

- ☐ Face to face 1:1 meeting
☐ Face to face in a small group
☐ Post questions online for them to answer

17. Do you require any careers information that will help inform you of your option choices?

☐ Yes

☐ No

Year 10 Careers Information Form (Appendix C)

1. SURNAME

2. FIRST NAME(S)

3. TUTOR GROUP

Select your answer

4. HOBBIES AND INTERESTS

5. What skills do you believe are your key strengths?

- ☐ Teamworking
- ☐ Leadership
- ☐ Communication skills
- ☐ Resilience
- ☐ Problem Solving
- ☐ Decision making
- ☐ Creativity
- ☐ Time management
- ☐ Other

6. Which of these skills do you feel you need to develop further?

- ☐ Teamworking
- ☐ Leadership
- ☐ Communication skills
- ☐ Resilience
- ☐ Problem Solving
- ☐ Decision making
- ☐ Creativity
- ☐ Time management

7. What is your chosen career path?

If you are not sure yet just answer 'not sure'

8. Why does this route interest you?

9. Do you know anyone who works in this role / work area?

☐ Yes ☐ No

10. Do you have any work experience? If so what?

11. Which college are you thinking about attending?

- ☐ Hartlepool FE
- ☐ Hartlepool Sixth Form College
- ☐ Bede Sixth Form College
- ☐ English Martyrs Sixth Form
- ☐ East Durham College
- ☐ Middlesbrough College
- ☐ Other

12. If you selected 'Other' in Question 11 please enter your college choice

13. Do you know what grades you need to secure your course requirements?

- ☐ Yes
- ☐ No

14. How confident are you about achieving the grades you need? (1 being not at all - 5 being very confident)

- 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐

15. Which Post 16 route do you think you will be following?

- ☐ A levels
- ☐ T Level
- ☐ Apprenticeship
- ☐ Vocational (Work based) course

16. If you are considering A levels what subjects are you considering taking?

Year 11 Careers Information Form (Appendix D)

1. SURNAME

2. FIRST NAME(S)

3. TUTOR GROUP

4. HOBBIES AND INTERESTS

5. What skills do you believe are your key strengths?

- ☐ Teamworking
- ☐ Leadership
- ☐ Communication skills
- ☐ Resilience
- ☐ Problem Solving
- ☐ Decision making
- ☐ Creativity
- ☐ Time management
- ☐ Other

6. Which of these skills do you feel you need to develop further?

- ☐ Teamworking
- ☐ Leadership
- ☐ Communication skills
- ☐ Resilience
- ☐ Problem Solving
- ☐ Decision making
- ☐ Creativity
- ☐ Time management

7. What is your chosen career path?

If you are not sure yet just answer 'not sure'

8. Why does this route interest you?

9. Do you know anyone who works in this role / work area?

- ☐ Yes
- ☐ No

10. Do you have any work experience? If so what?

11. Which college are you thinking about attending?

12. Which course would you like to do?

13. Do you know what grades you need to secure your course requirements?

☐ Yes

☐ No

14. How confident are you about achieving the grades you need? (1 being not at all - 5 being very confident)

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

15. If you are considering A levels what subjects are you considering taking?

16. Have you made a college application yet

☐ Yes

☒ No

17. If yes, Which college?

18. Which course have you applied for?

19. How long are you revising for each night?

Careers Programme Information (Appendix E)

Career Lead	Janet Dixon
Address	High Tunstall College of Science West Park Elwick Road Hartlepool TS26 0LQ
Email	jdixon@hightunstall.hartlepool.sch.uk
Telephone	01429 261446

Careers Programme Summary

At High Tunstall College of Science our Careers Programme is delivered through PSHCE lessons and assemblies. Students are encouraged to have high aspirations by exploring future pathways and developing the skills needed to be successful in the workplace.

We encourage all students to use the U-Explore Start website to explore different careers and to track any actions they need to take to help them to pursue careers they are interested in.

For those students who struggle to identify a career pathway we have an onsite independent Teacher in Charge of CEIAG and Careers Coach to offer support through identifying students' skills and interests.

We are fortunate enough to also offer support with revision, timetabling and any other academic issue a student may encounter through our Academic Adviser.

High Tunstall's Careers Programme is designed to support students with the key decisions they need to make at each stage of their college journey to ensure they are developing the skills and attributes needed to be successful employees in the future.

Year 7 Main Focus

Students should:

- Be able to question themselves and others about the career paths available to them and the influences behind their aspirations.
- Be able to explore, using a number of resources, areas of potential interest in terms of career pathways (via class discussions and research).
- Be able to identify which skills and qualifications are required for certain career pathways as outlined in the Tees Valley Careers framework.
- Become aware of the skills unique to them and their own personal strengths, interests and influences.
- Become aware of the connections between their individual capabilities and interests and their aspirations.

- Recognise that the skills they require can be developed over time through training, education and life experience. These skills are:
 - Problem solving skills
 - Communication skills
 - Leadership skills
 - Presentation skills
 - Organisational skills
 - Decision making skills
 - Time management
 - A positive attitude

They will also be introduced to the laws within the workplace regarding discrimination and equality through PSHE lessons.

Year 8 Main Focus

Students should:

- Be able to identify the skills and qualifications they need to pursue their interests.
- Consider how they are preparing themselves for future employment and the importance of developing a range of skills.
- Become aware of the connections between their individual capabilities and interests and their aspirations.
- Recognise that the skills they require can be developed over time through training, education and life experience.
- Understand about Labour Market Information and how work is changing.
- Understand about what work life is like and what it takes to be successful in the workplace. They will also cover readiness for careers in PSHE lessons

Year 9 Main Focus

Students should:

- Understand Labour Market Information and how it affects the world of work.
- Be able to confidently explain different career paths and the different skills and qualifications they need to pursue different areas.
- Be able to make options choices based on future career aspirations. Be able to explain how they are preparing themselves for future employment.
- Be able to identify where the gaps are between their individual capabilities and interests and their aspiration careers and suggest ways to close these gaps.

- They will also cover topics such as subject options, employment, money management, Finance and Careers, Goal settings in PSHE lessons.

Year 10 Main Focus

Students should:

- Be aware of the different pathways available to them at post-16 and how these relate to different careers paths.
- Be able to explain the major employment sectors in the UK and the local area and how different industries include multiple career pathways. Labour Market information
- Be able to identify where they meet employability skills and qualifications to use in applications.
- Be able to identify where the gaps are between their individual capabilities and interests and their aspiration careers and suggest ways to close these gaps.
- Be able to construct a CV and talk about it confidently.
- Be aware of what makes a good and bad interview.
- Be able to explain what they need to do to prepare for an interview.
- Be able to understand employment law and the right of workers

Year 11 Main Focus

Students should:

- Be aware of the different pathways available to them at post-16 and how these relate to different career paths.
- Be confident in choosing appropriate pathways at post-16 to enable them to pursue their aspirations and realistic careers.
- Be able to identify where they meet employability skills and qualifications to use in applications.
- Be able to complete an application form and construct a CV that is fit for purpose.
- Develop interview skills.

We also offer a wide range of opportunities for students to interact with employees virtually from a range of companies and encourage guest speakers to forward virtual presentations to inform our students about their chosen careers.

We are fortunate to be sponsored this year through the Tees Valley Combined Authority and work closely with Mark Rycraft Manager of Middleton Grange Shopping centre who is our new business advisor for careers working together to make the most of their employment expertise. We work closely with Elizabeth Taylor of Taylor and Townsend, a construction company.

External virtual information: All students in Year 10 will have the opportunity to visit several colleges and sixth forms to experience different routes into further education leading ultimately into the world of work.

Students in Year 10 now have the opportunity to take part in the HTCS Work Experience Programme held in the July of that academic year. Students are encouraged to find their own placements and can attend between 2 and 5 days.

Year 11 students participate in Mock Interviews in the January carried out by external assessors. Feedback from students and assessors is available.

Measure and Monitoring the development of CEIAG across the college is the responsibility of the Leadership Team and will be co-ordinated by the Teacher in Charge of CEIAG, Mrs Dixon.

The assessment of Careers Education and Guidance Improvement Plan will be developed and updated on an impact on an annual basis and will drive the work of CEIAG in any one particular year. Feedback on the student's quality of CEIAG provision will be gathered from a variety of stakeholders including: students, employers and PSHE tutors.