**The Piggott School CAREERS REPORT Linked to the Gatsby Benchmarks**

**January 2023**

**WHAT DO WE NEED TO DO?**

Careers Education, Information, Advice and Guidance (CEIAG) provision in the school is measured against the eight Gatsby benchmarks to ensure outstanding careers provision for all our students.

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| **The Gatsby Benchmarks** | | |
| **Benchmark** | **Description** | **Assessment by School and Careers and Enterprise Company** |
| **1. A stable careers programme** | Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers. | Benchmark: 100%   * Staffing: David Bibby – Careers Lead, Anna Giacomet – Careers Advice and Guidance, Emma Penson – More and Most Able at 6th form, Gary Hughes – Careers Governor, Adviza – 1:1 Student Advice. * Careers Programme is interlinked Pastoral Programme of, Assemblies and Tutor Time enabling students to make informed decisions * Careers Programme is known to Students, Staff, Parents, Governors and local employers. Through school website: [The Piggott School - Careers (CEIAG)](https://www.piggottschool.org/careers) and activities such as, assemblies, workshops and PSHE lessons. * ‘Careers and the student’s Piggott School journey’ outlines learning journey linked to careers and other co-curricular opportunities at the school. |
| **2. Learning from career and labour market information** | Every pupil, 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. | Benchmark: 100%   * Careers bulletin updated every fortnight. This is an important resource for students as “*it acts as a chronicle of opportunities offered”.* [The Piggott School - Careers Bulletin](https://www.piggottschool.org/careersbulletin) * Local Labour Market Information for Berkshire found on Website to enable students to better understand employment and training opportunities in the local area. [The Piggott School - Local Labour Market Information](https://www.piggottschool.org/page/?title=Local+Labour+Market+Information&pid=436) * Careers Team to regularly attend Careers Meetings organised by Thames Valley Business Hub and Wokingham Federation to ensure the most up to date relevant information is disseminated to students. * Organising Activities linked to National Apprenticeship Week for all year groups. * Ensuring Peer Mentors are able to direct all students to appropriate careers information. |
| **3. Addressing the needs of each pupil** | Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school’s careers programme should embed equality and diversity considerations throughout. | Benchmark: 100%   * Year 7 – Year group and class sessions * Year 8 – 100% coverage, all students have 1:1 advice linked to options process * Year 9 – Year group and class sessions * Year 10 – Adviza work 1:1 with the highest priority. Activities Day linked to careers and post 16 options. * Year 11 – 100% of students seen by Adviza in 1:1 sessions. * Year 12 – 100% of students seen by Adviza in 1:1 sessions. Activities Day linked to careers and post 18 options. * Year 13 – 100% of students seen by Adviza in 1:1 sessions. * Ensure vulnerable groups of students at all keystages have 1:1 support. Such as SEND, PP, LAC, PLAC. |
| **4. Linking curriculum learning to careers** | All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. | Benchmark: 100%   * Careers is linked to the whole school journey as seen on the Careers Learning Journey. * Subjects support careers provision through their lessons and enrichment activities. Including signposting STEM related opportunities, positive role models and where can this subject take you? |
| **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 activities including visiting speakers, mentoring and enterprise schemes. | Benchmark: 100%   * KS4 and KS5 have encounters with both academic and vocational employers and employees, through Activities Days. * Co-curricular school visits, such as Sky Academy in KS3 and CERN in KA5. * Networking with local Careers and Enterprise Company and employers to facilitate workplace opportunities. * Record encounters on Compass + for all students and audit regularly to ensure all students have had 6 points of contact with the vocational sector from Years 7 -13. * Signpost students to external careers events such as Reading Boys Careers convention. Investigate a Piggott Careers fair for Spring 2024. * Building an alumni network. [The Piggott School - Where are they now?](https://www.piggottschool.org/page/?title=Where+are+they+now%3F&pid=258) |
| **6. Experiences of workplaces** | Every pupil 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. | Benchmark: 37%   * 100% of Year 12 students to undertake 5 or 10 days of work experience in June 2022 * Aim for 100% of Year 10 students to undertake 5 days of work experience in July 2024. * KS4 students as appropriate to have access to vocational courses as part of their personalised curriculum. For Example, Pitstop (car mechanics) and BCA (Agriculture, mechanics and animal care) |
| **7. Encounters with further and higher education** | All pupils 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. | * All Year 12 students to attend university visit days in Spring 2023. * Oxbridge students supported by [The Piggott School - Super Curriculum](https://www.piggottschool.org/supercurriculum) * Year 10 and 12 Activities Days have a range of speakers from all employment areas. * KS4 students as appropriate to have access to vocational courses as part of their personalised curriculum. For Example, Pitstop (car mechanics) and BCA (Agriculture, mechanics and animal care) * All Year groups take part in National Apprenticeship Week activities. |
| **8. Personal guidance** | Every pupil 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 pupils but should be timed to meet their individual needs. | Benchmark: 100%   * Year 7 – Year group and class sessions * Year 8 – 100% coverage, all students have 1:1 advice linked to options process * Year 9 – Year group and class sessions * Year 10 – Adviza work 1:1 with the highest priority. Activities Day linked to careers and post 16 options. * Year 11 – 100% of students seen by Adviza in 1:1 sessions. * Year 12 – 100% of students seen by Adviza in 1:1 sessions. Activities Day linked to careers and post 18 options. * Year 13 – 100% of students seen by Adviza in 1:1 sessions. * Ensure vulnerable groups of students at all keystages have 1:1 support. Such as SEND, PP, LAC, PLAC. |

**Careers and a student’s Piggott School Journey**

Diagram

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