



Careers Programme

2023—2024

Introduction:

The Government's new Careers Strategy was published in December 2017 and followed by statutory guidance for governing bodies, school leaders and school staff in January 2018. The strategy places the Gatsby Benchmarks at the heart of careers provision in schools and colleges, and formalised the expectation that all schools and colleges should have a named Careers Leader in place by September 2018 and be meeting the requirements of all 8 Gatsby Benchmarks by 2020.

Key Roles		
Role	Responsibility	Name and organisation
Careers Leader	Leading the school's careers provision	Clare Barclay, IKB Academy
Independent Careers Adviser	Providing one-to-one information, advice and guidance to students	Maggie Millard, Futura Learning Partnership
Enterprise Co-ordinator	Providing schools with a local source of expertise and support for their careers provision.	Sven Rees, West of England Combined Authority
Enterprise Adviser	A volunteer from business working with IKB to advise on improving the school's CEIAG provision.	Colin Cooper, Innovate UK
Careers Link Governor	Providing strategic support to the Careers Leader to make improvements to the careers programme.	Ashlea Lane, Wessex Water

Key Priorities:

The focus of IKB Academy's CEIAG provision over the next year will ensure:

- The school is working towards providing students with outstanding Careers Education, Information, Advice and Guidance.
- The school meets the statutory expectations regarding CEIAG set out in the Gatsby Benchmarks by the end the 2022/2023 school year.
- The school has published details of the careers programme and arrangements for providers of technical education or apprenticeships to talk to pupils.
- The destinations of young people from the school are tracked and this information is used to improve the effectiveness of CEIAG programme.
- All stakeholders feedback is considered through student voice, parent voice and employer voice through a series of questionnaires designed to improve the Careers Programme.
- The school adheres to the Provider Access Policy.

What is CEIAG?

CEIAG (Careers Education, Information, Advice and Guidance) is designed to prepare students for life in modern Britain and by definition is a means of developing in a young person the knowledge, understanding, confidence and skills they need to make well-informed, thought through choices and plans that enable them to progress smoothly into further learning and work, now and in the future.



What are the Gatsby Benchmarks?

Benchmark	Description
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.
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.
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.
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.
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.
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.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and in the workplace.
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.

The eight benchmarks are a framework for good career guidance developed to support schools in providing students with the best possible careers education, information, advice and guidance. They were established as part of Sir John Holman's research into what pragmatic actions could improve career guidance in England and now form part of the government's careers strategy, issued by the DFE in January 2018, which all schools must meet by 2020.

What is STEM?

STEM is a curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in and out of the classroom.



The IKB Careers Programme for Students

Whilst undertaking your studies at IKB Academy, students can be assured of receiving a wide range of experiences, support and guidance to help you make decisions about your future. This starts in Year 10 and supports you through to leaving us in Year 13.

IKB Academy is committed to providing a rewarding and developing Careers Programme that will raise your aspiration and encourage achievement. The IKB Careers Programme will provide a framework to develop you as independent, life ready young adults and is based on the 8 Gatsby Benchmarks.

The vision of the school's Careers Programme is that upon leaving IKB Academy you will have the skills, knowledge and independence to reach your full career potential, to meet the needs of employers and to contribute to the economic growth of the city of Bristol and beyond. Careers Education is included in all year groups to stimulate your interest in the world of work, to inspire and motivate you to reach your full potential.

Students are encouraged to visit the careers area on our website where you will find useful web links to all sorts of CEIAG, information on Apprenticeships, links to Post-16 and Post-18 study options, Labour Market information, Employability Skills and much more.

The IKB Careers Programme for Parents/Carers

At IKB Academy we firmly believe that the development of our students is strongly increased through a collaborative relationship with parents and carers in the community. The Careers Programme is designed to make parents and carers aware of our CEIAG programme and encourage engagement in the events and discussion about careers, progression and opportunities.

We would like to encourage parents and carers to actively participate in the schools Careers Programme. This could be done through a variety of ways: offering work-experience placements; attending parents evenings and sharing thoughts and feedback on CEIAG with the school's Careers Leader.

We also encourage parents to visit the careers area on our website where you will find useful web links to The Parents' Guide to Post-16 and Post-18 Options, Apprenticeship and University information, Labour Market Information and more.

If you have any questions, comments, feedback or simply would like to find out more about the IKB Careers Programme then please do not hesitate to contact Miss Barclay, Careers Leader on cbarclay@ikbacademy.org.uk.

The IKB CEIAG Learning Journey

At IKB Academy we believe that Careers Education, Information, Advice and Guidance is an essential part of every student's journey through school life into adulthood.

CEIAG is not just a bolt-on but underpins and enhances everything that students do — whether it's work in the classroom, work experience, enrichment trips, meeting visiting speakers and employers and much more. As such we have created a learning journey of activities that students can expect to undertake over the four years



The IKB Careers Programme — **The Core Careers Programme**

IKB Academy’s Careers Programme comes in two distinct strands. The first part is the “core” careers programme. This part of the programme includes the CEIAG activities that run throughout the school year.

	Careers Education		Information		Advice & Guidance	
	PSHE	Linking Curriculum Learning to Careers	Access to online resources	Careers noticeboard	Independent Careers Advise	Access to employers
Year 10	✓	✓	✓	✓	✓	✓
Year 11	✓	✓	✓	✓	✓	✓
Year 12	✓	✓	✓	✓	✓	✓
Year 13	✓	✓	✓	✓	✓	✓



The IKB Careers Programme — **The Timetabled Careers Programme**

The second part of IKB Academy’s Careers Programme is the “Time-Tabled” aspect. This is a living document which is updated regularly. We strive to provide opportunities and activities for students to engage with employers, post-16 providers, FE colleges and universities.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Trip to MakeUK manufacturing day	Enrichment week— Airbus activity /Farrans Construction Employability Skills / IKB Museum / SS Great Britain / UWE Engineering dept trip	National Apprenticeship week activities	National Careers week activities Work experience		Work experience Careers Programme evaluation
Year 11	Trip to Bristol Engineering & Technology Careers fair CV writing	Mock interviews	National Apprenticeship week activities	National Careers week activities	Mock conference Careers Programme evaluation	
Year 12	Trip to National Apprenticeship Show at Ashton Gate	Visit to Cardiff University	National Apprenticeship week activities	National Careers week activities UCAS Fair Newport	Enrichment Activities ASK Apprenticeship talk	Enrichment Alumni talks Careers Programme evaluation Work experience
Year 13	CV writing	Mock interviews	National Apprenticeship week activities Visit to Bradman Lake	National Careers week activities	Careers Programme evaluation	Invite to become Alumni



The IKB Careers Programme — Employers

At IKB we strive to ensure that every student has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. We believe that engagement with a wide range of employers allows our students to expand their horizons, increases awareness of opportunities and raises aspiration.

We work with a range of employers to develop encounters within school and experiences in the workplace which will encourage our students to:

- Raise their aspirations and encourage further achievement
- Investigate work and working life
- Understand business and industry
- Learn about safe working practices and environments
- Prepare for work
- Learn and develop key employability skills
- Show initiative and enterprise
- Understand the world of work
- Build personal networks

We work with a wide range of employers from large corporations to local small businesses in both the public and private sectors who generously offer their time and resources to help us deliver:

- Work experience
- Activity days and events
- Employer speakers
- Employer Workshops and Assemblies
- Employer mentoring
- Site visits and tours
- National Careers Week Activities
- And more...

Want to get involved?

We are always looking to develop relationships with employers and would love to hear from you and your organisation.

Benefits include: raising your profile, growing your talent pool, developing employees, gaining more knowledge about current learning and education.

Please contact Clare Barclay, Careers Leader to discuss: cbarclay@ikbacademy.org.uk

BUROHAPPOLD
ENGINEERING



COMMUNICATIONS

SKILL		NOVICE			DEVELOPING			GOOD		EXPERT	
Planning & Organisation (Working out what you want to say and how you are going to say it)		Can sometimes or with help identify the purpose, and organise information & thoughts into a logical sequence for the situation			Has partial clarity of purpose; organises information, evidence and ideas with some logic and some consideration of the situation			Has clarity of purpose; organises information, ideas and evidence clearly and logically as appropriate to the situation; is ready to counter most opposing arguments		Has total clarity of purpose; organises information, ideas and evidence with a sharp clarity and logic and ideally matched to the situation; ready to counter any opposing arguments	
Skill Level	Self	1	2	3	4	5	6	7	8	9	10
	Employer/Teacher	1	2	3	4	5	6	7	8	9	10
Delivery (Saying what you want in a fashion that fits your audience and that they find convincing)		Lacking in confidence; will occasionally make eye contact; attempts to adapt language and tone to the situation; message was clear in parts			Generally confident; some good eye contact; much of the language and tone suited to the situation; message was clear and logical			Confident; maintains eye contact; adapts language and tone well to suit situation; message was clear and well argued		Relaxed and confident; engaged the audience with eye contact and gestures; adapts language, detail and tone perfectly to suit the situation; message clear, well-argued and persuasive	
Skill Level	Self	1	2	3	4	5	6	7	8	9	10
	Employer/Teacher	1	2	3	4	5	6	7	8	9	10
Listening & Observing (Gathering the meaning of a communication you are receiving)		Aware of the need to be attentive to others; will sometimes notice gestures and facial expressions; and, with help, can interpret their meaning			Partially attentive to others; hears key messages, understands obvious gestures and facial expressions; achieves partial understanding			Attentive to others; hears what is said; understands gestures and facial expressions; achieves accurate understanding		Gives complete attention; hears everything; can interpret subtle gestures and facial expressions; achieves complete understanding and insights beyond the message provided	
Skill Level	Self	1	2	3	4	5	6	7	8	9	10
	Employer/Teacher	1	2	3	4	5	6	7	8	9	10
Overall Skill Level (Employer/Teacher)		1	2	3	4	5	6	7	8	9	10
Evidence & Feedback: (Using descriptions above and as appropriate please explain how you have judged overall skill level)											

TEAMWORK

SKILL		NOVICE			DEVELOPING			GOOD		EXPERT	
Taking Responsibility (Doing things without needing to be told and owning the consequences of your actions)		I generally approach tasks one at a time; I usually complete each task well (but may need help sometimes); I ask for more work when I am finished.			I know what tasks I am expected to deliver; I can generally work un-supervised; I provide progress reports when prompted and I generally complete my work to a satisfactory standard.			I know what tasks I am expected to deliver; I understand how my work contributes to the team effort; I provide reliable progress reports and complete my work even under difficult circumstances.		I understand my tasks and how they interact with the team; I can adjust my delivery to improve overall team effort; I maintain awareness of overall team progress and I help others complete their work to achieve team success.	
Skill Level	Self	1	2	3	4	5	6	7	8	9	10
	Employer/Teacher	1	2	3	4	5	6	7	8	9	10
Managing Resources (Being careful about the use of materials and my and others people's time)		I am aware of the need to manage my time; I see the benefit of ordering my tasks against an overall plan; I try not to waste materials			I manage my time to try and keep busy; I am able to prioritise my tasks against an overall plan; I avoid excess use of materials			I manage my time to maximise my efficiency; I am able to place the Team's needs over my own when priorities conflict; I avoid any waste of materials		I manage my time to maximise both my efficiency and that of the team; I constantly adjust my priorities against those of the whole team; I optimise my and the team's use of materials	
Skill Level	Self	1	2	3	4	5	6	7	8	9	10
	Employer/Teacher	1	2	3	4	5	6	7	8	9	10
Behaviour & Relationships (My actions and approach to work and how these affect the people I work with)		I am punctual and can be relied upon to deliver the tasks assigned.			As for Novice. I am also honest and hardworking which enables me to win the trust of the team.			As for Developing. I also really care about the success of the Team as well as the way in which success is achieved. It matters to me that I work with integrity and do things in the right way.		As for Good. It also important that I show my enthusiasm for my work and enable others to share in this positive outlook. I care about my teammates and will do all I can to help and support them in difficult times.	
Skill Level	Self	1	2	3	4	5	6	7	8	9	10
	Employer/Teacher	1	2	3	4	5	6	7	8	9	10
Overall Skill Level (Employer/Teacher)		1	2	3	4	5	6	7	8	9	10
Evidence & Feedback: (Using descriptions above and as appropriate please explain how you have judged overall skill level)											



The IKB Careers Programme — **For Teachers**

At IKB all teachers:

- link curriculum learning with careers
- STEM teachers highlight the relevance of STEM subjects for a wide range of career paths.
- understand what provision is in place for careers, employability and enterprise education
- know how to embed careers learning into their subject
- know where to access career related information and resources to support their subject area
- know what support vulnerable students need to receive in terms of careers, employability and enterprise education.
- provide students with opportunities to discover and learn about careers and employability.
- engage with the wider business community and with employers inside and outside of the classroom.
- link schemes of work with the world of work and discuss experiences, skills development and progression with students.

Training and Apprenticeship Providers

As part of the IKB Careers Programme we encourage contact from training and apprenticeship providers to allow students in years 10 - 13:

- To find out about technical education qualifications and apprenticeship opportunities, as part of the IKB Careers Programme.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships through options evenings, assemblies and group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses.

A provider wishing to request access should contact Clare Barclay, Careers Leader:

cbaclay@ikbacademy.org.uk

Approved by

Name: Peter Headeach, Head of School

Signed: Peter Headeach

Dated: 11/09/2023