



# Careers Programme

## 2024/25

**This document belongs to:**

Oak Tree School  
Truro Business Park  
Threemilestone Truro

Cornwall

TR4 9NH

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Primary			
Activity	When will these take place?	Who will lead activity?	Link to Gatsby Benchmark
<p>Jigsaw PSHE – Dreams and Goals – Step 3 – 3.7 Student’s able to identify a dream/ambition that is important to me and to recognise obstacles which might hinder my achievements.</p> <p>Step 3 – 3.13 Explain how some of the actions and work of people around the world help and influence my life.</p>	PSHE lessons	Class Teacher	1,3,4
<p>Jigsaw PSHE – Dreams and Goals – Step 4 – 4.8 Student to know how to work out the steps to take to achieve a goal/ambition.</p> <p><b>Solar point to be added – Student to identify a range of jobs.</b></p>	PSHE lessons	Class Teacher	1,3,4
<p>Jigsaw PSHE – Dreams and Goals – Step 5 – 5.6 Know about a range of jobs carried out by people I know and explore how much people earn in different jobs.</p> <p>Step 5 – 5.7 Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.</p>	PSHE lessons	Class Teacher	1,3,4
<p>Jigsaw PSHE – Dreams and Goals Step 6 – 6.5 Student is able to work out the learning steps they need to take to reach my goal and understand how to motivate myself to work on these.</p> <p><b>Solar point to be added – Understand the basic pathway to a chosen job.</b></p>	PSHE lessons	Class Teacher	1,3,4
<p>Participation in National Careers Week</p> <p>Wider curriculum linking to careers. This may include core STEM and vocational subject areas linking to careers. This may also involve encounters with employers, employees and experiences of different places of work.</p>	National Careers Week March 24	Careers Leaders & subject teachers.	4,5,6

Year 7			
Activity	When will these take place?	Who will lead activity?	Link to Gatsby Benchmark
Jigsaw PSHE – Dreams and Goals – Step 7 – 7.3 Student’s able to celebrate success, identifying goals, employment, learning from mistakes.	PSHE lessons	Class Teacher	1,2,3,4
Participation in National Careers Week Wider curriculum linking to careers. This may include core STEM and vocational subject areas linking to careers. This may also involve encounters with employers, employees and experiences of different places of work.	National Careers Week March 24	Careers Leaders & subject teachers.	4,5,6
Steps Programme Level 1 Students begin to explore the differences between primary and secondary school and start to identify different types of jobs, be introduced to new key terminologies relating careers and progression and setting personal long-term goals and targets.			
Parents/carers and students to be invited to attend annual Oak Tree School transition event.	April 2024	Careers Lead	1,7,8

Year 8			
Activity	When will these take place?	Who will lead activity?	Link to Gatsby Benchmark
Jigsaw PSHE – Dreams and Goals – Step 8 – 8.7 - What are the student’s Long-term goals? Step 8 – 8.8 - Students to describe skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income.	PSHE lessons	Class Teacher	1,2,3,4
Participation in National Careers Week Wider curriculum linking to careers. This may include core STEM and vocational subject areas linking to careers. This may also involve encounters with employers, employees and experiences of different places of work.	National Careers Week March 24	Careers Leaders & subject teachers.	4,5,6
Steps Programme Level 2 Students begin to explore things that are important to them, their beliefs and values and identify similarities and differences between school and work. Students develop an understanding of “job families” and sources of information of where to find information about jobs.			
Parents/carers and students to be invited to attend annual Oak Tree School transition event.	April 2024	Careers Lead	1,7,8

Year 9			
Activity	When will these take place?	Who will lead activity?	Link to Gatsby Benchmark
Jigsaw PSHE – Dreams and Goals – Step 8 – 8.7 - What are the student’s Long-term goals? Step 8 – 8.8 - Students to describe skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income.	PSHE lessons	Class Teacher	1,2,3,4
Participation in National Careers Week Wider curriculum linking to careers. This may include core STEM and vocational subject areas linking to careers. This may also involve encounters with employers, employees and experiences of different places of work.	National Careers Week March 24	Careers Leaders & subject teachers.	4,5,6

<p>Careerpilot &amp; STEPs Programme Level 3 Students sign up to create individual Careerpilot account. Students to complete personal profiles including:</p> <ul style="list-style-type: none"> <li>• Start with what is important to you</li> <li>• Create pre-16 skills profile</li> <li>• Job quiz</li> <li>• Explore options section</li> <li>• <a href="https://www.careerpilot.org.uk/information/your-choices-at-16/help-with-choosingyour-post-16-options">https://www.careerpilot.org.uk/information/your-choices-at-16/help-with-choosingyour-post-16-options</a></li> </ul> <p>Careerpilot will be used alongside STEPs workbooks which also involves the student identifying own skills, qualities and exploring potential post 16 options for the future.</p>	<p>Summer Term during career themed PSHE lessons.</p>		<p>1,3,8</p>
<p>CSW to meet with student during summer term to discuss post 16 options and gain students view on what they would possibly like to do when they leave school. Options Appraisal form completed.</p>	<p>Summer Term</p>	<p>Careers Lead CSW Adviser</p>	<p>8</p>
<p>Parents/carers and students to be invited to attend annual Oak Tree School transition event.</p>	<p>April 2024</p>	<p>Careers Lead</p>	<p>1,7,8</p>

Year 10			
Activity	When will these take place?	Who will lead activity?	Link to Gatsby Benchmark
<p>Jigsaw PSHE – Dreams and Goals – Step 10 - 10.7 – Describe the impact of physical health in reaching goals, relationships and reaching goals. 10.8 - Understand how work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals.</p>	<p>PSHE lessons</p>	<p>Class Teacher</p>	<p>1,2,3,4</p>

Jigsaw PSHE - Healthy me – Step 10 - 10.13 - Student understands the positive impact of volunteering. 10.20 - Student to understand the importance of decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.	PSHE lessons	Class Teacher	1,2,3,4
Participation in National Careers Week Wider curriculum linking to careers. This may include core STEM and vocational subject areas linking to careers. This may also involve encounters with employers, employees and experiences of different places of work.	National Careers Week March 24	Careers Leaders & subject teachers.	4,5,6
Parents/carers and students to be invited to attend annual Oak Tree School transition event.	April 2024	Careers Lead	1,7,8
Parents/carers and students to be informed of dates, times and details of information, advice and guidance type events such as college open days and careers fayres via Parent App.	On going	Careers Lead	1,5,7,8

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Year 10 continued			
Activity	When will these take place?	Who will lead activity?	Link to Gatsby Benchmark

<p>Careerpilot &amp; STEPs Programme</p> <p>Students sign up to create individual Careerpilot account if not already done so.</p> <p>Students to complete and review personal profiles including:</p> <ul style="list-style-type: none"> <li>• Start with what is important to you</li> <li>• Create pre-16 skills profile</li> <li>• Job quiz</li> <li>• Explore options section</li> <li>• <a href="https://www.careerpilot.org.uk/information/your-choices-at-16/help-with-choosingyour-post-16-options">https://www.careerpilot.org.uk/information/your-choices-at-16/help-with-choosingyour-post-16-options</a></li> </ul> <p>Careerpilot will be used alongside STEPs workbooks which also involves the student identifying own skills, qualities and exploring potential post 16 options for the future. In year 10 learners will also expand their knowledge of the world of work by learning more about what employers look for in an employee, employee rights and responsibilities, money management and application skills.</p>	Discreet careers sessions	Class Teacher	1,3,8
<p>Work Experience</p> <p>Every student should have first-hand experiences of the workplace through work visits, work shadowing or work experience to help their exploration of career opportunities, and expand their networks.</p>	On going	Careers Lead	6
<p>CSW to meet with student during autumn term to discuss post 16 options in more detail and review options appraisal form and make amendments where necessary, including whether the student's future choices have changed.</p>	SpringTerm	Careers Lead CSW Adviser	8
<p>Careers Lead to hold transition review meetings with parent/guardians and students to plan for post-16 transitions.</p>	Autum Term	Careers Lead CSW Adviser Tutor Team	8



Year 11			
Activity	When will these take place?	Who will lead activity?	Link to Gatsby Benchmark
Jigsaw PSHE – Being me and my World – 11.1, 11.2, Dreams and Goals, 11.3, 11.4, 11.5. Healthy me – 11.6, 11.7.	PSHE lessons	Class Teacher	1,2,3,4,5,6,7,8
Participation in National Careers Week Wider curriculum linking to careers. This may include core STEM and vocational subject areas linking to careers. This may also involve encounters with employers, employees and experiences of different places of work.	National Careers Week March 24	Careers Leaders & subject teachers.	4,5,6
Parents/carers and students to be invited to attend annual Oak Tree School transition event.	April 2024	Careers Lead	1,7,8
Parents/carers and students to be informed of dates, times and details of information, advice and guidance type events such as college open days and careers fayres via Parent App.	On going	Careers Lead	1,5,7,8
Careerpilot & STEPs Programme Career pilot – Students to use the ‘Explore your options’ section to: Find a provider to see which ones are near you and what they offer, add any of interest to your Careerpilot profile. Add action points to ‘Plan your next steps’.  STEPs workbooks which also involves the student identifying own skills, qualities and exploring potential post 16 options for the future. In year 11, students will begin to look closely at themselves in regards to their own skills, qualities and behaviours and explore how these may relate to future career choices.  Students will also learn about the importance of creating a high-quality professional CV and cover letter and will be supported in creating their own versions of these documents that they may use and build upon in the future.	Discreet careers sessions	Class Teacher	1,3,8

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Year 11 continued			
Activity	When will these take place?	Who will lead activity?	Link to Gatsby Benchmark
Students will have the opportunity to develop their interview skills through mock interviews supported by external stakeholders.	Discreet careers sessions	Class Teacher Careers Lead CSW Adviser	1,3,8
Work Experience Every student should have first-hand experiences of the workplace through work visits, work shadowing or work experience to help their exploration of career opportunities, and expand their networks.	On going	Careers Lead	6
CSW to support student in completing post 16 options form. Placement preferences to be secured in Autumn Term for post 16 placement.	Autumn term and on going wheer applicable.	CSW Adviser	8
Careers Lead to hold transition review meetings with parent/guardians and students to review post-16 transitions.	Spring Term	Careers Lead CSW Adviser Tutor Team	
Oak Tree School to support post 16 transition including: <ul style="list-style-type: none"> <li>• Visits to chosen post 16 provider(s)</li> <li>• Taster sessions with post 16 provider(s) where possible and when appropriate</li> <li>• Opportunities to meet with key staff of chosen post 16 provider(s)</li> <li>•</li> </ul>	On going	Careers Lead External providers	3,7

This document is to be used in conjunction with the following policies:



- Oak Tree School Careers Education & Guidance Policy v3 [..\OTS Careers Policy\Oak Tree School Careers Education & Guidance Policy V3.docx](#)
- Oak Tree School Post 16 Transition Support Plan

Links to key resources:

- Cornwall SEND Local Offer: <https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0> •
- Careerpilot: <https://www.careerpilot.org.uk/>
- Veryan Webview: <https://cornwall.learnaboutwork.net/home-school.asp>
- Steps Careers Resources: [New Steps Workbooks, Session Plans and Teacher Notes](#)



## Gatsby Benchmarks Overview

Gatsby Benchmark		Definition	
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 students, parents, teachers, governors, employers and other agencies	<ul style="list-style-type: none"> <li>• Every school and college should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the school's or college's website in a way that enables students, parents, school/college staff and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from students, parents, school/college staff and employers as part of the evaluation process.</li> </ul>
2	Learning from career and labour market information	Every student, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.	<ul style="list-style-type: none"> <li>• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
3	Addressing the needs of each pupil	Young people 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 or college's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> <li>• A school's or college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools and colleges should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. All students should have access to these records to support their career development.</li> <li>• The records of advice given should be integrated with those given at the previous stage of the student's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school. Colleges should collect and maintain accurate data for each student on their education, training or employment destinations.</li> </ul>

4	Linking curriculum learning to careers	All subject staff should link curriculum with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.	<ul style="list-style-type: none"> <li>By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> <li>Throughout their programme of study (and by the end of their course) every student should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.</li> </ul>
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, and should include students' own part time employment where it exists.	<p>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, and should include students' own part time employment where it exists</p> <p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p><b>*A 'meaningful encounter' is one in which the student has the opportunity to learn about what work is like or what it takes to be successful in the workplace</b></p>
6	Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing or work experience to help their exploration of career opportunities, and expand their networks.	<p>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.</p> <p>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p>

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 technical and academic routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> <li>• By the age of 16, every student should have had a meaningful encounter with providers of the full range of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.</li> </ul> <p><b>Provider access legislation</b></p> <p>The provider access legislation is new guidance that comes into force from January 2023, which builds on Benchmark 7 and adds new specific requirements for schools. It is a key mechanism to further help learners understand and take up, not just apprenticeships, but wider technical education options such as TLevels and Higher Technical Qualifications.</p> <p>The updated provider access legislation (PAL) specifies schools must provide at least six encounters for all their students:</p> <p>Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend</p> <p>Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend.</p>
8	Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school or college staff) or external, provided they are trained to an appropriate level. <sup>3</sup> These should be available for all students whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.	<ul style="list-style-type: none"> <li>• Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18, by the end of their study programme.</li> </ul>