

CAREERS PROGRAMME

2022-2023



FOR MORE INFORMATION CONTACT OUR CAREERS TEAM:

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	AUTUMN					SPRING			SUMMER				GATSBY BENCHMARK
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	
CAREERS GUIDANCE													
1:1 Careers Guidance Interviews	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2,3,8
Careers Advice at Enrolment	✓	✓											2,3,8
'Swap Don't Drop' Careers Advice		✓	✓	✓		✓							2,3,8
Careers Advice for Progression	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2,3,8
SEND Student Interviews and EHCP Reviews	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2,3,8
EMPLOYABILITY													
Employability Week								✓					1,2,3,4,5,7,8
Employability Skills			✓	✓			✓	✓	✓	✓			1,2,3,4,5,7,8
Apprenticeship Week							✓						1,2,4,5,7
CV Support	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	1,2,3,8
Work Placements			✓	✓	✓	✓	✓	✓	✓	✓	✓		5,6
Employability Skills Presentations			✓	✓	✓	✓	✓	✓	✓	✓			4
Employer Workshops			✓	✓	✓	✓	✓	✓	✓	✓			2,4,5
Mock Interviews	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	1,3
HIGHER EDUCATION													
HE Week										✓			1,2,3,4,7,8
UCAS Presentations		✓	✓	✓						✓	✓		1,3,4
UCAS Application Support		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	1,3,4
Visiting University Talks			✓	✓	✓					✓			1,2,7
PROGRESSION TO NEXT LEVEL													
Parents' Evenings							✓	✓			✓		3
My Future Career Discussions			✓	✓			✓	✓	✓	✓			1,2,3,8

GATSBY BENCHMARK	STATEMENT
1. A stable careers programme	Every college should have an embedded programme of careers education and guidance that is known and understood by learners, parents, teachers, employers and other agencies
2. Learning from career and labour market information	Every learner, 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 best use of available information
3. Addressing the needs of each student	Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college careers programme should embed equality and diversity considerations throughout
4. Linking curriculum learning to careers	All subject staff should link curriculum learning 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 future career paths. Study programmes should also reflect the importance of English and maths as a key expectation of employers
5. Encounters with employers and employees	Every learner 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 learners own part time employment where it exists
6. Experience of workplaces	Every learner 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 learners 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 learner 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 for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be times to meet individual needs. (* the college should ensure that access to a level 6 advisers is available when needed.

Some of these activities may be delivered online