



2023-24 Careers Programme: Sixth Form

The Gatsby Benchmarks	The Gatsby Benchmarks' Outcomes	Learning Activities including Laborem, assemblies, tutor time, events and visits	Resources	Links to CDI outcomes
<p>Gatsby Benchmark 1: A stable careers programme</p>	<p>The Dover College careers programme has been developed using the Gatsby Benchmark Toolkit, the CDI's Framework for careers, employability and enterprise education and the DfE's Statutory Guidance. The programme is evaluated every year using Compass and through a programme of evaluation from students, staff, Governors and parents/guardians.</p>	<p>The Dover College Careers programme is delivered to all students from Prep 2 to Upper Sixth, through a variety of methods including Laborem (6th form only), PHSE (Remove to Fifth Form only), assemblies, tutor time, events and visits.</p> <p>The programme is evaluated regularly taking the views of students, staff, parents and governors through focus groups and questionnaires.</p> <p>Compass evaluations are completed at least twice annually, to ensure that we continue to meet the Gatsby Benchmarks.</p>	<p>The Gatsby Benchmarks</p> <p>The CDI Framework</p> <p>Statutory Guidance 2023</p>	<p>The 6 Learning Development Skills identified by the Careers Development Framework are:</p> <p>Grow throughout life - Students need to grow throughout life by learning and reflecting on themselves, their background, and their strengths</p> <p>Explore Possibilities - Students need to explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces</p> <p>Manage career - Students need to manage their career actively, make the most of opportunities and learn from setback</p> <p>Create opportunities - Students need to create opportunities by being proactive and building positive relationships with other</p> <p>Balance life and work - Students need to balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community</p> <p>See the big picture - Students need to see the big picture by paying attention to how the economy, politics and society connect with their own life and career</p> <p>Each of the six learning development skills has been broken down into learning outcomes, and mapped against the Dover College Careers Programme</p>
<p>Gatsby Benchmark 2: Learning from career and labour market information</p>	<p>Pupils and parents have access to good quality information about future study options and labour market opportunities</p> <p>Pupils are aware of opportunities in the labour market, locally and nationally</p> <p>Pupils are able to acknowledge that careers develop differently.</p> <p>Pupils can identify different kinds of work</p>	<p>A programme of careers talks delivered by Dover College alumni and employers through Laborem, assemblies and events – they cover various qualification pathways, and their own career paths.</p> <p>The annual whole school careers talk carousel held as part of Round Square week</p>	<p>Labour Market section of school website</p> <p>Amazing apprenticeships</p>	<p>Grow throughout life:</p> <ul style="list-style-type: none"> Seeking out challenges and opportunities for development Planning their next steps in learning and work <p>Explore possibilities:</p>

	<p>Pupils can identify the main types of employment in their area (LMI) and how this information can be useful to them</p> <p>Know how to access a wide range of careers information, advice and guidance.</p> <p>Recognise employability skills and qualities and identify the ones they have demonstrated</p> <p>Evaluate the choice and opportunities available to them</p> <p>Set targets and make an action plan to help them get the qualifications, skills and experience they need</p>	<p>enables students to hear from a wide range of employers.</p> <p>Both Lower Sixth and Upper Sixth have dedicated careers lessons delivered through the Laborem programme by the Head of Careers in partnership with the Head of Sixth where students explore the main choices for education and training post 16. They also explore local and national LMI and employment trends.</p> <p>Higher Education Fair – all sixth form students visit the HE Fair annually giving them a chance to explore options for higher education, further education and apprenticeships</p> <p>10X Challenge – Extra-curricular Enterprise competition for Senior School demonstrates that self-employment is a real option for their future, as well as giving them an insight into the labour market.</p> <p>Students are signposted to the careers section of the Dover College website where there is an LMI section including the Careerometer</p>	<p>Kent and Medway Labour Market Information</p> <p>Kent CXK Labour Market Information</p> <p>National Careers Service</p> <p>LMI For All</p> <p>Tomorrow's Engineers</p> <p>This is Engineering</p> <p>Careers in Healthcare and Medicine</p> <p>Careers in Food and Drink</p> <p>10X Challenge</p> <p>The Careerometer - explore sectors</p>	<ul style="list-style-type: none"> Actively seeking out information on the labour market and education system to support their career Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career Analysing and preparing for recruitment and selection processes <p>Manage career:</p> <ul style="list-style-type: none"> Considering the risks and rewards of different pathways and careers and deciding between them <p>Create opportunities:</p> <ul style="list-style-type: none"> Building and maintaining relationships and networks within and beyond the school Being proactive about their life, learning and career Being creative and agile as they develop their career pathway Considering entrepreneurialism and self-employment as a career pathway <p>Balance life and work</p> <ul style="list-style-type: none"> Planning for the kind of balance of work and life that they want <p>See the big picture</p> <ul style="list-style-type: none"> Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career Exploring and responding to local and national market trends Exploring and responding to trends in technology and science Exploring and responding to the relationship between career and the environment Exploring and responding to the relationship between career, politics and the economy
<p>Gatsby Benchmark 3: Addressing the needs of every pupil</p>	<p>Manage transitions by being flexible, positive and well prepared</p> <p>Developing your career management, employability and enterprise skills</p> <p>Students can explain what skills they have gained from careers, employability and enterprise activities</p> <p>Students recognise when they have shown determination in their past experiences</p> <p>Students are able to describe their strengths and preferences</p>	<p>Employability skills are covered through assemblies, tutor time and the Laborem programme</p> <p>The preparation for work experience programme focuses on skills needed to be successful in the workplace</p> <p>Students are supported to set goals, make an action plan and consider their post 18 intentions as part of their 1:1 careers meetings, through tutor time and in Laborem.</p> <p>Unlimited 1:1 guidance meetings available for all students, alongside drop-in sessions. All careers guidance meetings are led by a</p>	<p>Success at School</p> <p>UCAS: Access for students with IN</p>	<p>Grow throughout life:</p> <ul style="list-style-type: none"> Actively seeking out help, support and feedback Taking responsibility for their learning and aiming high Seeking out challenges and opportunities for development Reflecting on and recording achievements, experiences and learning and communicating them to others Discussing and reflecting on the impact of heritage, identify and values <p>Explore possibilities:</p> <ul style="list-style-type: none"> Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career Analysing and preparing for recruitment and selection processes

		<p>suitably qualified and experienced professional.</p> <p>All students are offered a highly personalised structure to the guidance available to ensure that all students individual needs are met. This can include, but is not limited to, weekly scheduled meetings.</p> <p>Specialist preparation sessions run under the banner of Top Flight – these include, but are not limited to:</p> <p><i>The Oxbridge Pathway – for the most able students - weekly meetings supporting students in completing MOOCs, podcasts, lectures, reading, etc in preparation for their application. An extensive programme of interview preparation takes place including mock interviews that closely replicate the actual experience</i></p> <p><i>MDV (Medicine, Dentistry and Vet Met) - guidance on securing relevant work experience to gain clinical experience, alongside extensive interview prep, this programme ensures students have the highest chance of success in securing a place</i></p> <p><i>Ivy League</i> which meets weekly. These sessions provide the additional high-level preparation needed for success in these ultra-competitive pathways and include extensive interview preparation.</p>		<p>Manage career:</p> <ul style="list-style-type: none"> • Building their confidence and optimism about their future and acting on it • Actively planning, prioritising and setting targets for their future • Managing the transition into post-16 the learning context and preparing for post-18 transition • Being proactive about being resilient and learning from setbacks <p>Create opportunities:</p> <ul style="list-style-type: none"> • Building and maintaining relationships and networks within and beyond the school • Being proactive about their life, learning and career • Being creative and agile as they develop their career pathway • Representing themselves and others • Acting as a leader, role model, or example to others <p>Balance life and work:</p> <ul style="list-style-type: none"> • Planning for the kind of balance of work and life that they want • Taking action to improve their physical and mental wellbeing • Beginning to manage their own money and plan their finances (e.g. thinking about student loans) • Actively shaping their involvement in their family and community as part of their career planning • Planning for different life stages and considering the different life roles that they want to play • Being aware of their role in ensuring rights and responsibilities in the workplace and in society • Taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them <p>See the big picture:</p> <ul style="list-style-type: none"> • Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career
<p>Gatsby Benchmark 4: Linking curriculum to careers</p>	<p>All teachers link curriculum learning with careers and emphasise the importance of succeeding in Maths and English</p> <p>STEM teachers highlight the relevance of STEM subjects for a wide range of future career paths</p>	<p>Curriculum subjects link their curriculum to the skills needed in the workplace and look to make links with relevant industries offering both additional employer encounters and visits to the workplace</p> <p>Each curriculum area has a dedicated careers notice board highlighting the routes into different types of employment and how</p>	<p>icould - video resources for subject teachers</p> <p>Prospects - Job Profiles</p> <p>STEM learning</p> <p>FutureLearn - linking to the curriculum</p>	<p>Grow throughout life:</p> <ul style="list-style-type: none"> • Seeking out challenges and opportunities for development • Reflecting on and recoding achievements, experiences and learning and communicating them to others <p>Explore possibilities</p>

		<p>their subject prepares students for the workplace</p> <p>Careers Focus week, held annually, has its main focus on linking curriculum to careers. This enables teaching staff to ensure students fully understand how their subject gives them skills for employability and how the subject links to potential future careers.</p> <p>The 10X Challenge run annually by the Head of Sixth Form/Business enables students to see links to curriculum subjects through the development of their own businesses</p>	<p>Plan It Resources</p> <p>My Learning, My Future</p>	<ul style="list-style-type: none"> • Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career <p>Manage career:</p> <ul style="list-style-type: none"> • Building their confidence and optimism about their future and acting on it • Actively planning, prioritising and setting targets for their future <p>Create opportunities:</p> <ul style="list-style-type: none"> • Building and maintaining relationships and networks within and beyond the school • Being proactive about their life, learning and career • Representing themselves and others • Acting as a leader, role-model or example to others <p>Balance life and work:</p> <ul style="list-style-type: none"> • Taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them <p>See the big picture:</p> <ul style="list-style-type: none"> • Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career • Exploring and responding to local and national labour market trends • Exploring and responding to trends in technology and science • Exploring and responding to trends in the relationship between career, politics and the economy
<p>Gatsby Benchmark 5: Encounters with employers and employees</p>	<p>Every pupil has multiple opportunities to learn from employers</p> <p>Students understand the skills that are valued in the workplace</p> <p>Students participate in at least one meaningful encounter with an employer every year between Shell and Upper Sixth</p> <p>The school builds strong and lasting links with local businesses</p> <p>Students can describe the organisation and structure of different types of businesses</p>	<p>Students can access encounters with employers via Laborem, assemblies and events as well as the volunteering programme and work experience in Lower Sixth.</p> <p>The annual whole school careers talk carousel held as part of Round Square week enables students to hear from a wide range of employers.</p>	<p>Making it meaningful checklist</p> <p>Engaging Employers: a How to Guide</p> <p>The 'Work It' Series</p>	<p>Grow throughout life:</p> <ul style="list-style-type: none"> • Actively seeking out help, support and feedback • Seeking out challenges and opportunities for development • Reflecting on and recording achievements, experiences and learning and communicating them to others • Planning their next steps in learning and work <p>Explore possibilities</p> <ul style="list-style-type: none"> • Developing a clear direction of travel in their career and actively pursuing this • Actively seeking out information on the labour market and education system to support their career • Actively researching and reflecting on workplaces, workplace culture and expectations • Analysing and preparing for recruitment and selection processes

				<p>Manage career:</p> <ul style="list-style-type: none"> • Building their confidence and optimism about their future and acting on it • Considering the risks and rewards of different pathways and career and deciding between them <p>Create opportunities:</p> <ul style="list-style-type: none"> • Building and maintaining relationships and networks within and beyond the school • Being proactive about their life, learning and career • Representing themselves and others <p>Balance life and work:</p> <ul style="list-style-type: none"> • Planning for the kind of balance of work and life that they want <p>See the big picture:</p> <ul style="list-style-type: none"> • Exploring and responding to local and national labour market trends
<p>Gatsby Benchmark 6: Experiences of workplaces</p>	<p>Know how to prepare and present themselves well when going through a selection process</p> <p>Are aware of laws relating to young people's permitted hours of employment</p> <p>Recognises stereotyping and discrimination</p>	<p>The preparation for work experience sessions take place in Laborem, prior to students going on placement</p> <p>All Lower Sixth students go out on a week of work experience</p> <p>Curriculum staff organise visits to workplaces that correlate with their curriculum subject, these include STEM subjects, and BTEC subjects.</p>	<p>Barclays Virtual Work Experience</p> <p>Springpod Virtual Work Experience</p> <p>The Forage Virtual Work Experience</p>	<p>Grow throughout life:</p> <ul style="list-style-type: none"> • Actively seeking out help, support and feedback • Seeking out challenges and opportunities for development • Reflecting on and recording achievements, experiences and learning and communicating them to others • Planning their next steps in learning and work <p>Explore possibilities</p> <ul style="list-style-type: none"> • Developing a clear direction of travel in their career and actively pursuing this • Actively seeking out information on the labour market and education system to support their career • Actively researching and reflecting on workplaces, workplace culture and expectations • Analysing and preparing for recruitment and selection processes <p>Manage career:</p> <ul style="list-style-type: none"> • Building their confidence and optimism about their future and acting on it • Considering the risks and rewards of different pathways and career and deciding between them <p>Create opportunities:</p>

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<p>Gatsby Benchmark 7: Encounters with further and higher education</p>	<p>All students understand the full range of learning opportunities that are available to them, including academic, vocational as well as college, university and the workplace</p>	<p>All L6th students visit the HE Fair organised in Kent by UCAS</p> <p>A number of HE providers visit the school, either for mini university fairs, including European Universities, alongside representatives running sessions on preparation for university from local providers</p> <p>A wide range of Dover College alumni visit the school and talk to students about pathways to university</p>	<p>Making the most of an HE Fair</p> <p>UCAS - discovery - The HE Fair</p> <p>Spotlight Talks with Universities</p> <p>University Taster Courses</p>	<p>Grow throughout life:</p> <ul style="list-style-type: none"> • Actively seeking out help, support and feedback • Taking responsibility for their learning and aiming high • Seeking out challenges and opportunities for development • Reflecting on and recording achievements, experiences and learning and communicating them to others • Planning their next steps in learning and work <p>Explore possibilities:</p> <ul style="list-style-type: none"> • Developing a clear direction of travel in their career and actively pursuing this • Actively seeking out information on the labour market and education system to support their career • Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career • Actively researching and reflecting on workplaces, workplace culture and expectations • Analysing and preparing for recruitment and selection processes <p>Manage career:</p> <ul style="list-style-type: none"> • Building their confidence and optimism about their future and acting on it • Actively planning, prioritising and setting targets for their future

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<p>Gatsby Benchmark 8: Personal guidance</p>	<p>All students have the opportunity for guidance interviews with a careers adviser</p> <p>Interviews should be timed to meet the individual needs of the student</p> <p>Interviews should be available whenever significant student or career choices are being made.</p>	<p>Access to the careers section of the LRC is available to all students. Resources are both online, accessed via the QR Your Future cards, and paper based and include information from professional bodies, post 18 institutions, apprenticeship providers and employers</p> <p>Unlimited 1:1 Careers Guidance meetings are available for all students. They are delivered by a highly experienced, suitably qualified careers guidance professional.</p> <p>Destinations data is used to identify students without a pathway and additional interventions are put in place.</p>	<p>What does 'good' look like?</p>	<p>Grow throughout life:</p> <ul style="list-style-type: none"> • Actively seeking out help, support and feedback • Planning their next steps in learning and work • Discussing and reflecting on the impact of heritage, identify and values <p>Explore possibilities</p> <ul style="list-style-type: none"> • Developing a clear direction of travel in their career and actively pursuing this • Actively seeking out information on the labour market and education system to support their career • Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career <p>Manage career:</p> <ul style="list-style-type: none"> • Building their confidence and optimism about their future and acting on it • Actively planning, prioritising and setting targets for their future • Considering the risks and rewards of different pathways and careers and deciding between them • Managing the transition into the post-16 learning context and preparing for post-18 transitions

				<p>Create Opportunities</p> <ul style="list-style-type: none">• Starting to take responsibility for making things happen in their career• Being able to reflect on and change their career ideas, and the strategies they are pursuing to achieve them <p>Balance life and work</p> <ul style="list-style-type: none">• Planning for the kind of balance of work and life that they want• Beginning to manage their own money and plan their finances (e.g. thinking about student finance) <p>See the big picture</p> <ul style="list-style-type: none">• Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career• Exploring and responding to local and national labour market trends
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