



Careers

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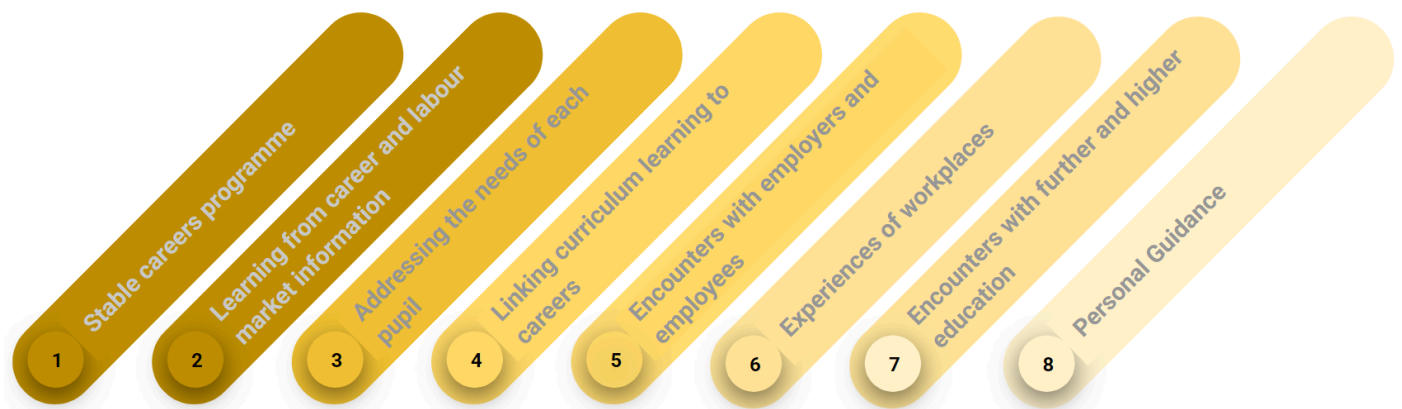
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1. Gatsby Benchmarks

Hillcrest follows the Gatsby Benchmark created by Sir John Holman on behalf of the Gatsby Foundation. They offer a clear structure for a careers program and define what world-class careers provision in education looks like. The benchmarks are a part of the statutory guidance that schools follow. Gatsby also has specialised resources tailored to implementing the benchmarks in SEND provisions.

The 8 Gatsby Benchmarks:



2. Careers Team

The team consists of 4 members - Alison Miller (SLT Lead), Fran Noble (Lead), Lindsey Cadwallender (Support) and Angela Preston (Support). The classes have been allocated a key member of the team as their first point of contact.

The assigned team members are responsible for:

- Being the classes first point of contact
- Answering questions
- Provide individualised resources
- Help organise trips
- Arrange visitors/experiences
- Responsible for uploading your evidence onto Compass+

Alison	
Fran	➤ AP
	➤ GM
	➤ NS
	➤ SM
Lindsey	➤ CB
	➤ MP
	➤ DJ
	➤ SK
Angela	➤ RB
	➤ JP
	➤ MW
	➤ NM



3. Compass+ and Evaluations

Compass+ is a tool developed by The Careers & Enterprise Company which aids schools to manage, track and report on the school's careers programme. It allows us to track individual progress as well as across classes, year groups and key stages. It creates a career learner record for each student as well as tracking their intended destinations.

Link: <https://auth.careersandenterprise.co.uk/compassplus>

Data collated from Compass plus:

- **School Evaluation** - completed every term to track progress towards achieving the 8 Gatsby Benchmarks.
- **Internal Leadership Report** - completed by SLT and Careers team, reviewed each year to help reflect on the quality of careers provision. Provides a more in-depth analysis.
- **Student Questionnaires** - The Future Skills Questionnaire (FSQ) captures learner voice and gives learners an opportunity to reflect on their career-related knowledge and skills - completed once a year. There are 3 different formats we use - SEND Report (KS3), GCSE Years (KS4), Post-16 (KS5).
- **Interests and Destinations** - allows schools to track what the most popular post-16 routes are. Help with sixth form preparations as well as providing suitable experiences for students. Allows for their careers education to be tailored to their interests.
- **Learner Reports** - used to collate all information regarding the student, including their questionnaire answers as well as which benchmarks they have been working towards.



Current data: 4.6.26

School evaluation

Gatsby Benchmark	% achieved in latest evaluation i
GB1 - A stable careers programme	85%
GB2 - Learning from careers and labour market information	100%
GB3 - Addressing the needs of each young person	95%
GB4 - Linking curriculum learning to careers	88%
GB5 - Encounters with employers and employees	88%
GB6 - Experiences of workplaces	53%
GB7 - Encounters with further education and higher education	74%
GB8 - Personal guidance	100%



Internal leadership report

Current data: 3.12.25

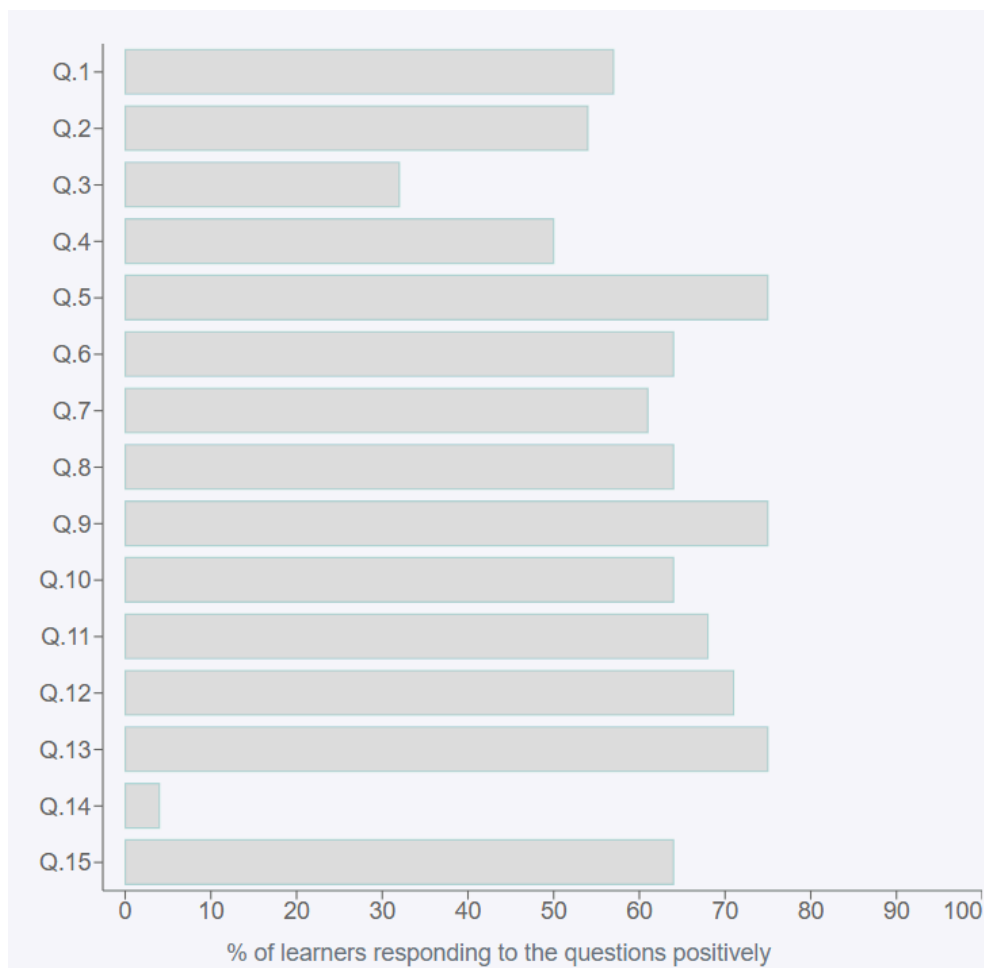
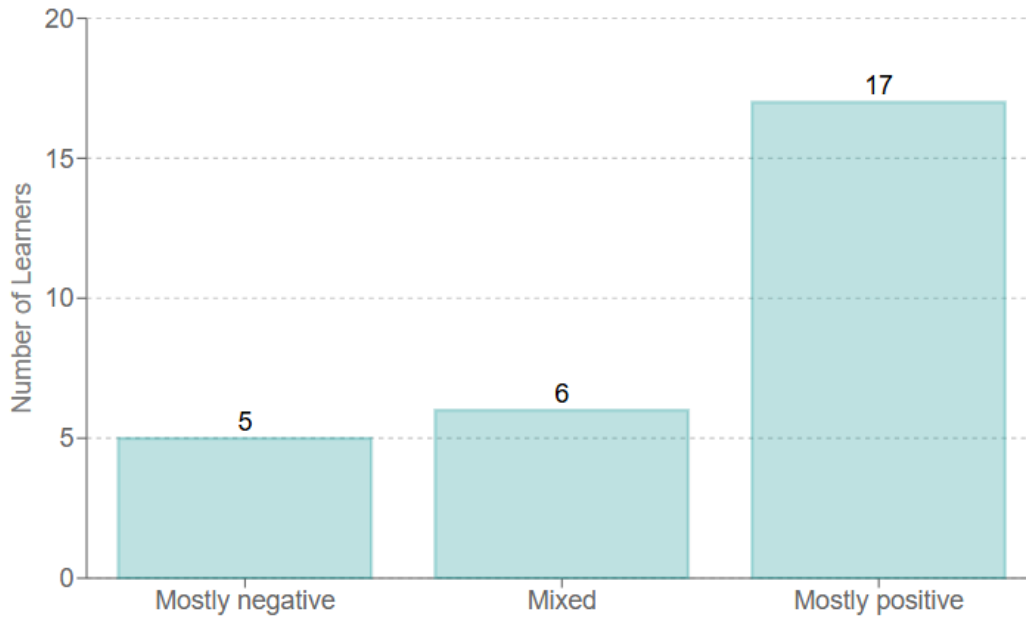
● PRIORITY ACTION AREAS
 ● INDICATED AREAS OF STRENGTH

Maturity model statement	Indicator of maturity			
	Response 1	Response 2	Response 3	Response 4
1.1 Distributed careers leadership	[Indicated Area of Strength]			
1.2 Leaders' vision	[Indicated Area of Strength]			
1.3 Strategic careers planning	[Indicated Area of Strength]			
1.4 Strategic careers leadership	[Indicated Area of Strength]			
1.5 Governance	[Priority Action Area]			
1.6 Careers Hub engagement	[Priority Action Area]			
1.7 Enterprise Adviser engagement	[Priority Action Area]			
2.1 Career learning journeys	[Priority Action Area]			
2.2 Addressing the needs	[Indicated Area of Strength]			
2.3 Recording systems	[Indicated Area of Strength]			
2.4 Destinations data	[Priority Action Area]			
2.5 Learner perception	[Priority Action Area]			
2.6 Stakeholder voice	[Priority Action Area]			
2.7 Quality assurance	[Priority Action Area]			



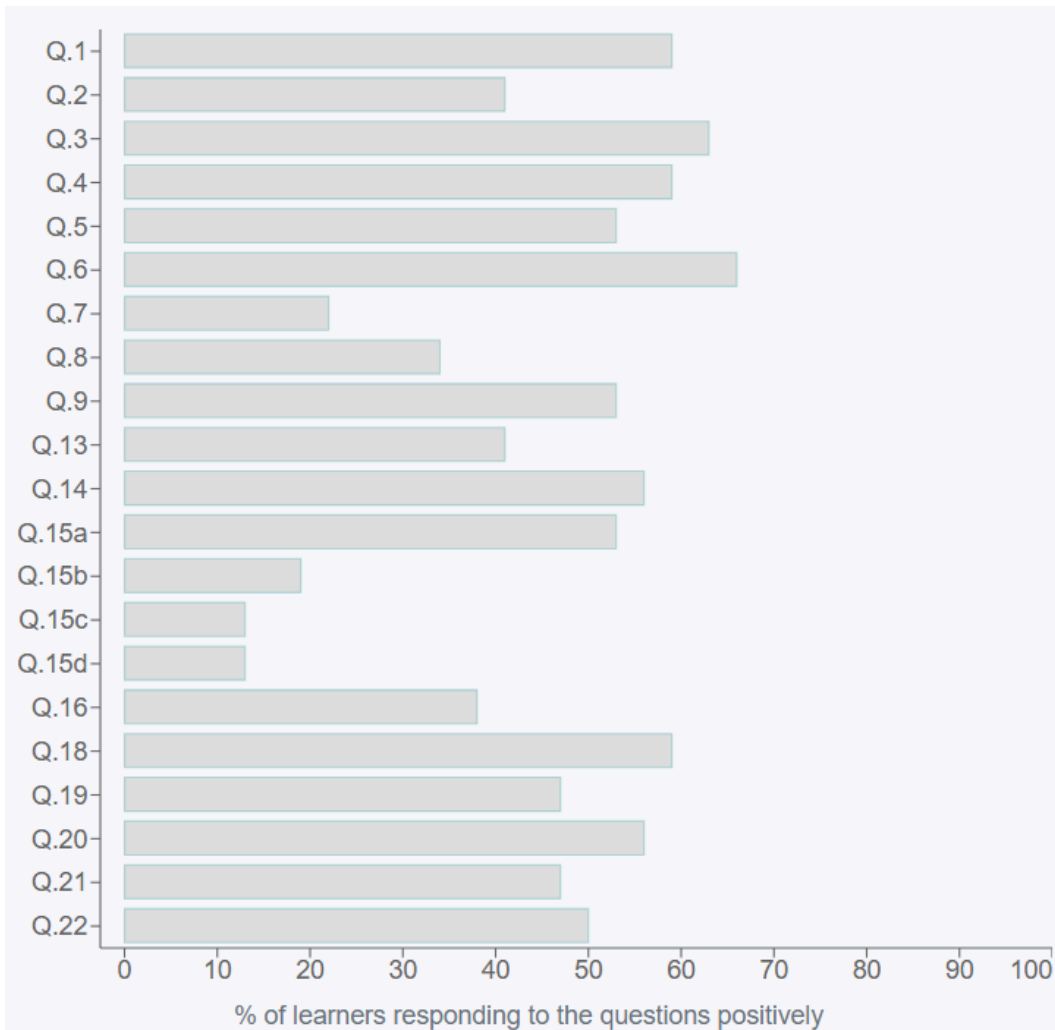
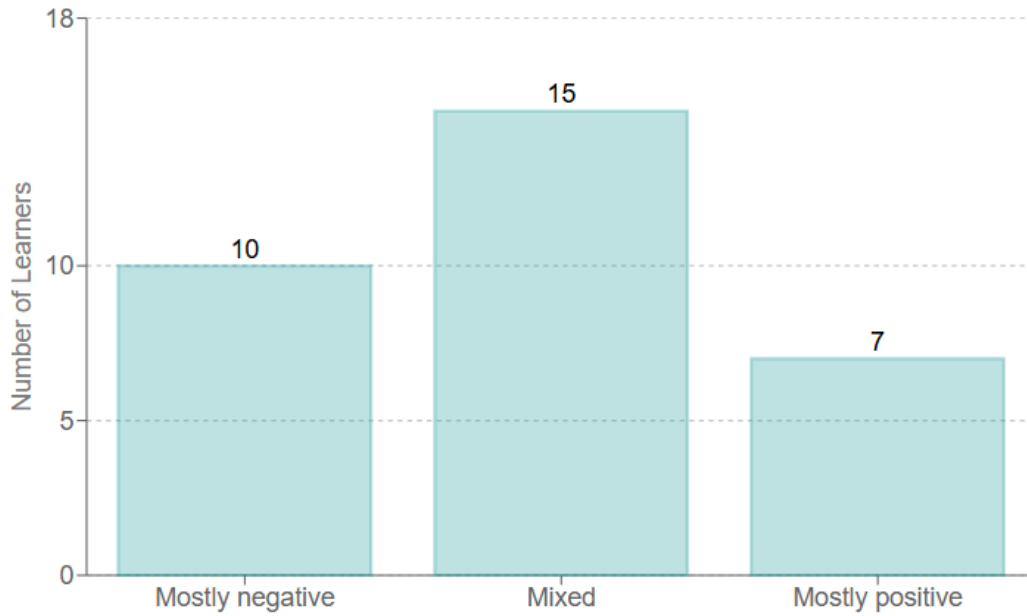
Questionnaire Results

SEND Report (KS3)



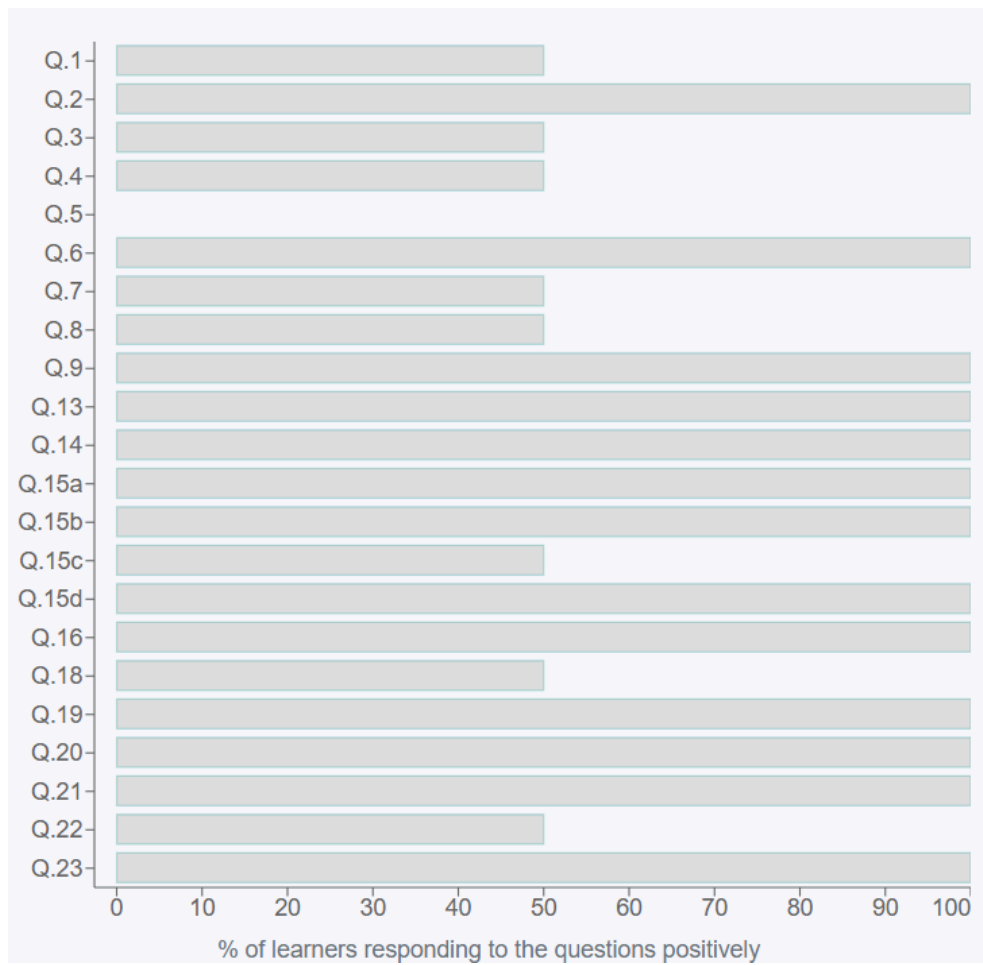
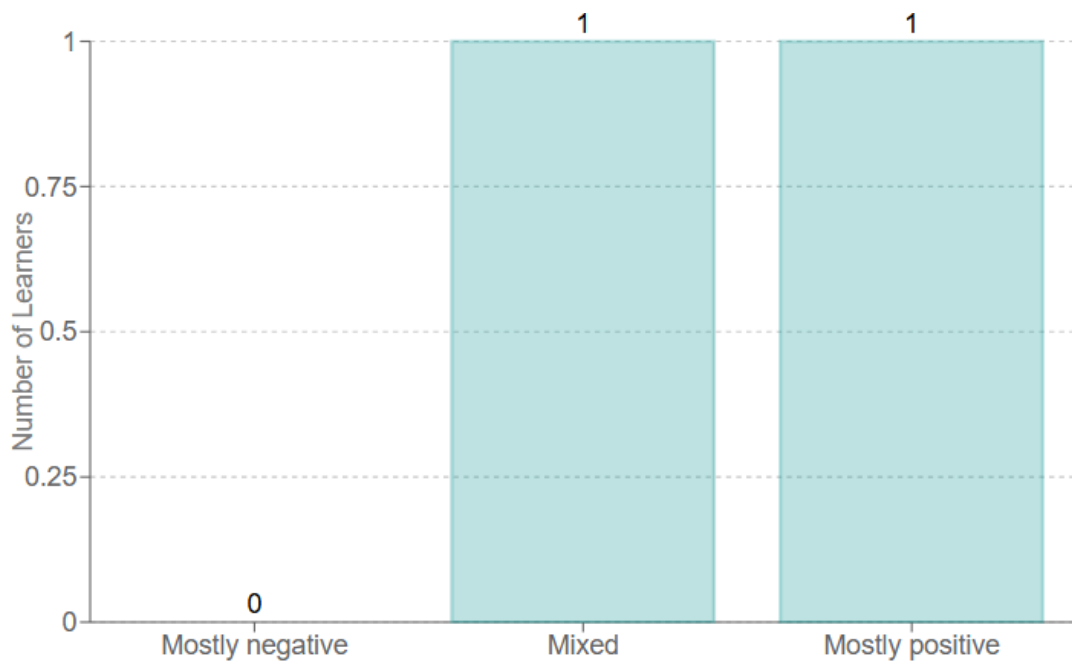


GCSE Years (KS4)





Post-16 (KS5)



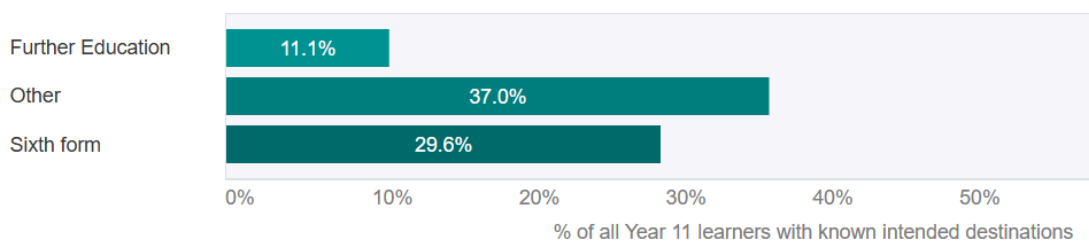


Interests and Destinations

Year 11

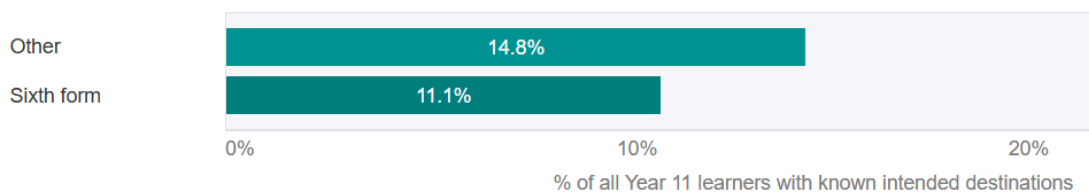
1st preference routes

77.8%
 You've recorded intended destinations for 77.8% of learners in Year 11



2nd preference routes

25.9%
 You've recorded intended destinations for 25.9% of learners in Year 11



Learner Reports Example

It shows what benchmarks the students have worked towards and those they have not.

Gatsby Benchmarks

See how this learner is tracking against Gatsby Benchmarks 2-8, in line with the planned and completed activities that have been created for them across all their academic years.

Benchmarks	Planned activities	Completed activities
2 - Learning from career and labour market information	✓	✓
3 - Addressing the needs of each pupil	✓	✓
4 - Linking curriculum learning to careers	✓	✓
5 - Encounters with employers and employees	✓	✓
6 - Experiences of workplaces	✗	✗
7 - Encounters with further and higher education	✓	✓
8 - Personal guidance	✗	✗



It shows all the activities that they have completed.

Activities

The learner has the following activities listed.

Activity Name	Start Date	End Date	Main Category	Sub Categories	Status
LM-Learning objective labels	14/01/2025 00:00	14/01/2025 00:00	GB2 - Embedded in curriculum	GB3 - SEND and vulnerable students	Completed
LM- Challenged stereotypes	17/01/2025 00:00	17/01/2025 00:00	GB2 - Embedded in curriculum	GB3 - SEND and vulnerable students	Completed
LM - Jobs in Computing	20/01/2025 00:00	20/01/2025 00:00	GB2 - Information about the labour market for students	GB2 - Embedded in curriculum	Completed
LM- Learning objective labels	21/01/2025 10:00	21/01/2025 10:30	GB2 - Embedded in curriculum	GB3 - SEND and vulnerable students	Offered - Absent
LM Maths money skills	28/01/2025 10:15	28/01/2025 10:45	GB2 - Embedded in curriculum	GB3 - SEND and vulnerable students	Completed



It shows their answers to the Future Skills Questionnaire.

Future Skills Questionnaire

Questionnaire Type: SEND

Academic year: 2024/25

Check responses sent on 17/12/2024.

Q.1 Have you learned about different careers other than those of your family or carers?

Yes, to some extent

Q.2 Do you know how to find information about jobs and careers?

Yes, to some extent

Q.3 Do you know how to find out how much you could earn in different types of jobs?

No, not yet

Q.4 Have you thought about how jobs and careers may change in the future?

Possibly, I'm not sure

Q.5 Do you understand the options you have for education and work after you leave school?

Yes, to some extent

Q.6 At the moment, what do you think is the most likely next step after school/college?

Further education college



4. Whole School Overview

Year 7

The world of work

Introduction to the Labour Market
English & Science sector
Computing & Drama sector
Music & Physical Education sector
Religion & Languages sector
History & Geography sector

Year 8

Skills for the future

Which jobs require different skills
Critical thinking & Problem solving
Digital Skills
Teamwork
Leadership
Motivation

Year 9

Your Choices

Routes after school & Finding interests
Retail
Health Care
Professional, Technical and Scientific
Administration
Further Education

Year 10

Exploring Careers

Retail
Health Care
Construction
Business
Manufacturing
Creative & Digital

Year 11

Moving on

Academic Pathways
Vocational Pathways
Occupational Pathways

Year 12/13

Managing your next steps

Exploring next options & What are you working towards?
Jobs of the future
Apprenticeships
Colleges
Preparing for Adulthood



5. Key Stage Passports

Every student will have a Careers Passport. This document will move with the student throughout school and be updated when needed. This document allows for us to highlight what the students may need to work on as well as what they are aiming for so that we can tailor their careers.

KS3 Careers Passport		KS4/5 Careers Passport	
Name:	Year:	Year:	Class:
Favourite Subjects: <div style="background-color: #e0f2f1; height: 40px; width: 100%;"></div>		Employability Skills: <input type="checkbox"/> Communication <input type="checkbox"/> Digital Skills <input type="checkbox"/> Self-Management	
Current Interests / Hobbies: <div style="display: flex; justify-content: space-between;"> <div style="background-color: #e1bee7; width: 45%; height: 40px;"></div> <div style="background-color: #e1bee7; width: 45%; height: 40px;"></div> </div>		<input type="checkbox"/> Teamwork <input type="checkbox"/> Finance Skills <input type="checkbox"/> Creativity	
Current Industry Interests: <div style="display: flex; justify-content: space-between;"> <div style="background-color: #ffe0b2; width: 45%; height: 40px;"></div> <div style="background-color: #ffe0b2; width: 45%; height: 40px;"></div> </div>		<input type="checkbox"/> Problem Solving <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Leadership	
Current Job Interests: <div style="display: flex; justify-content: space-between;"> <div style="background-color: #ffe0b2; width: 45%; height: 40px;"></div> <div style="background-color: #ffe0b2; width: 45%; height: 40px;"></div> </div>		Current College/Apprenticeships Interests: <div style="display: flex; justify-content: space-between;"> <div style="background-color: #c8e6c9; width: 45%; height: 40px;"></div> <div style="background-color: #c8e6c9; width: 45%; height: 40px;"></div> </div>	
		Qualifications currently working towards: <div style="display: flex; justify-content: space-between;"> <div style="background-color: #f8bbd0; width: 45%; height: 40px;"></div> <div style="background-color: #f8bbd0; width: 45%; height: 40px;"></div> </div>	
		Current Industry/Job Interests: <div style="display: flex; justify-content: space-between;"> <div style="background-color: #e1bee7; width: 45%; height: 40px;"></div> <div style="background-color: #e1bee7; width: 45%; height: 40px;"></div> </div>	



6. Partners

We aim to work with as many organisations as possible to ensure we provide our students with a breadth of experiences and knowledge. The aim is to form close working relationships so that we can utilise all opportunities for our students. These could include guidance on the careers programme, workshops, workplace experiences, college visit etc.

Current list of Careers Partners:

Apprenticeship Support and Knowledge Programme (ASK)	Workshops, Talks
Azure	Workplace/Educational visits, Careers Fair
Buzz Learning	Educational visits, Careers Fair
Department for Work and Pensions	Advice and Guidance
Education Development Trust	Advice and Guidance
Hartford Court	Volunteering opportunities
Kier	Workshops
National Careers Service	Advice and Guidance
Newcastle College	Educational visits, Careers Fair
Newcastle United Foundation	Workshops, Educational visits, Careers Fair
North East Apprenticeship Ambassador (NEAAN)	Advice and Guidance, Talks
North East Combined Authority	Advice and Guidance
Northumberland College (Ashington & Kirkley)	Workplace/Educational visits, Talks, Careers Fair
Northumberland County Council	Advice and Guidance
Northumberland Skills	Educational visits, Careers Fair
Speakers for Schools	Talks, Inspirational Webinars
Tynemet/TyneCoast College	Educational visits, Careers Fair



7. Timetabled Lessons

Every student will receive a 1 hour careers lesson fortnightly. These will run alongside the cooking and emotional literacy lessons. The lessons are divided into 2 parts:

- First half (25 mins) - **Theory based learning** - this section is taken from the pre-planned lessons. The overview for each year group is mentioned above in the 'Overview' section.
- Second Half (25 mins) - **Work Experience** - this section is different across Key Stages. Key Stage 3 will follow a whole-class approach and all do the same activity. It will rotate on a termly basis. Key Stage 4 / 5 students will follow their own individualised plan which has been created in line with their Prep For Adulthood EHCP targets.

8. In-house Work Experience

Year	Class	Autumn	Spring	Summer
Year 7	Miss Kidd	Recycling Monitors	Cooking Room Assistants	Admin + Librarians
	Miss Mead	Admin + Librarians	Recycling Monitors	Cooking Room Assistants
	Miss Mallaby	Cooking Room Assistants	Admin + Librarians	Recycling Monitors
Year 8/9	Mr Brady	School Grounds Keepers	Inside School Cleaners	Car Wash
	Miss Stones	Car Wash	School Grounds Keepers	Inside School Cleaners
	Miss Porley	Inside School Cleaners	Car Wash	School Grounds Keepers
Year 10/11	Mr Priestley	PE Container	School Grounds Keepers	Sensory Rooms
	Mrs Bishop	Sensory Rooms	PE Container	School Grounds Keepers
	Mr Marshall	School Grounds Keepers	Sensory Rooms	PE Container
	Miss Fisher	The Hope Centre	The Hope Centre	The Hope Centre
	Mrs Wild	Bike Maintenance	Bike Maintenance	MUGA Maintenance
	Miss McCulloch	Sixth Form Cafe + the Hope Centre (Mondays)		

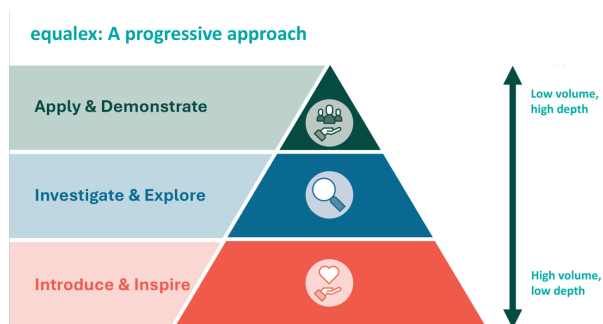


Key:

Bike Maintenance	Check they are all working. Clean them + Check tyres
Car Wash	Pick 1 or 2 staff cars to clean. Jetwash is in the boiler room behind Jackie's Kitchen
Caretaker Apprentice	Ask Colin if anything needs fixed around school. Refill paper towels in classrooms.
Cooking Room Assistants	Ask Kath if she needs anything done.
Discover Keepers	Litter Pick. Tidy up the area.
Inside School Cleaners	Clean around the inside of the school building. E.g. school displays, mud etc.
Librarians	Clean the library, sort out shelves etc.
Merit Shop	Hand out merit shop orders on the last day of term. Ask Caitlin for the order list.
MUGA Maintenance	Keep the area looking nice and clean.
PE Container	Keep organised and clean.
Recycling Monitors	Empty all recycling bins into the big bin over the bungalow.
School Grounds Keepers	Keep the outdoor areas clean and tidy. e.g. Maypole area, clear leaves, yard
Sensory / Intervention rooms	Clean and Tidy.
The Hope Centre	Collect food donations from shops and deliver them to the centre.


9. Work Experience Student Profiles

Each student will have an individual record of all work experience opportunities from year 7 - 11/12. We follow the Equalax Modern Work Experience Framework. Per Statutory Guidance, students will have the opportunity for 10 days throughout their whole school years. The profiles present the opportunities and experiences per student, as well as how many tiers and employer encounters they have had.






Example



Dream, Believe, Achieve


Work Experience Student Profile



Year 7		
Activity	Description	Tier
Trip to BBC	Explore the studio and spoke to different workers	T1
Careers Fair	Explored different employers	T1
Trip to Sage	Explore workplace	T1

Year 8		
Activity	Description	Tier
Stagecoach Session	In school interactive assemblies showcasing the different roles	T1
Stagecoach trip	Explore bus station and workshops	T2

Name: Fran Noble



Experiences:
 Total Days – 7 (KS3) + 3 (KS4) + 10 Days
 Accessed all 3 Tiers
 Employer Encounters: 11

Year 10		
Activity	Description	Tier
Community-based group project	Plan to combat littering	T2
Volunteering	Litter Picking in local area	T3

Year 11		
Activity	Description	Tier
Café Visit	Spoke to workers and looked at different job roles and rules	T2
Sixth Form Cafe	Cooked and delivered staff lunches every Friday	T3

Student Comments:

Year 7 –

Year 8 –

Year 9 -

Year 10 –

Year 11 -

Year 9		
Activity	Description	Tier
Skills Day	Attended Northumberlandia work experience day	T3
Skills Day	Attended Alnwick Gardens work experience day	T3
Volunteering	Helped out at local library	T3

Equalex Tiers:

T1 – Introduce and Inspire

T2 – Investigate and Explore

T3 – Apply and Demonstrate