

Careers Programme 25 - 26



At **Manor Academy** we are committed to providing all young people with access to a high quality and stable careers programme. We strive to develop our young people and to prepare them for Adulthood. Creating meaningful futures for all underpins the careers programme with the individual at the heart of everything we do.

*‘At **Manor Academy**, we aim to create a happy, secure and stimulating learning environment in which all members of the school community can grow in confidence and develop their full potential. We provide the best possible opportunities and care to enable achievement. We make the difference so they can’.*

We want our children and young people to be the best they can be within an environment which challenges and supports. We focus upon academic standards but equally important to us is the development of independence skills and resilience to enable all to achieve and stand out as valued member of their communities.

Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.

	Regular Careers Input	Extra Events 25-26	Gatsby Benchmarks	
Year 7	<ul style="list-style-type: none"> • Skills Builder Lessons • Skills Builder key skills integrated within lessons • Opportunities for employer interactions throughout • Virtual college visits during form time 	Skills Builder challenge day – Dec 25, March 26 and July 25	BM1 BM5	BM4 BM6
Year 8	<ul style="list-style-type: none"> • Skills Builder Lessons • Skills Builder key skills integrated within lessons • Opportunities for employer interactions throughout • Virtual college visits during form time 	Skills Builder challenge day – Dec 25, March 26 and July 25	BM1 BM5	BM4 BM6

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Year 9	<ul style="list-style-type: none"> • Skills Builder Lessons • Skills Builder key skills integrated within lessons • Opportunities for employer interactions throughout • Virtual college visits during form time 	<p>Skills Builder challenge day – Dec 25, March 26 and July 25</p> <p>Targeted careers trips / encounters:</p> <ul style="list-style-type: none"> • Microsoft 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">BM1</td> <td style="width: 50%;">BM4</td> </tr> <tr> <td>BM5</td> <td>BM6</td> </tr> <tr> <td>BM8</td> <td></td> </tr> </table>	BM1	BM4	BM5	BM6	BM8			
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Year 10	<ul style="list-style-type: none"> • Hospitality Option Group • Skills Builder key skills integrated within lessons • ASDAN Qualification – work related units • Opportunities for employer interactions throughout • College Visits • 1:1 meeting with Independent Careers Advisor • Duke of Edinburgh Bronze Award including volunteering work (e.g. organising and delivering an Inclusion Festival for Key Stage 2 pupils and conservation, tree planting and litter picking of local parks). • Careers Work in EHCP lessons (including LMI) • Application / CV / Mock Interview Practice • Internal work placements • External work placements for some students coordinated by United Response 	<p>Skills Builder challenge day – Dec 25, March 26 and July 25</p> <p>Targeted careers trips / encounters:</p> <ul style="list-style-type: none"> • NHS Careers • Manchester Airport • Recycling for Greater Manchester • Army careers • Department for Work and Pensions • Amazon Fulfilment • Greater Manchester Fire and Rescue Training Centre 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">BM1</td> <td style="width: 50%;">BM2</td> </tr> <tr> <td>BM4</td> <td>BM5</td> </tr> <tr> <td>BM6</td> <td>BM7</td> </tr> <tr> <td>BM8</td> <td></td> </tr> </table>	BM1	BM2	BM4	BM5	BM6	BM7	BM8	
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Year 11	<ul style="list-style-type: none"> • College Visits • Hospitality Option Group • Internal work placements • External work placements for some students coordinated by United Response • Skills Builder key skills integrated within lessons • 1:1 meeting with Independent Careers Advisor (considers LMI and curriculum related learning) • ASDAN Qualification – work related units • Opportunities for employer interactions throughout • Duke of Edinburgh Silver Award including volunteering work (e.g. conservation work, tree planting and litter picking at some local parks) • Application / CV / Mock Interview Practice 	<p>Targeted careers trips / encounters:</p> <ul style="list-style-type: none"> • Sports clubs careers • Careers in construction • Manchester Airport • Recycling for Greater Manchester • Army careers • Department for Work and Pensions • Amazon Fulfilment • Richer Sounds 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">BM1</td> <td style="width: 50%;">BM2</td> </tr> <tr> <td>BM4</td> <td>BM5</td> </tr> <tr> <td>BM6</td> <td>BM7</td> </tr> <tr> <td>BM8</td> <td></td> </tr> </table>	BM1	BM2	BM4	BM5	BM6	BM7	BM8	
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Manor College	<ul style="list-style-type: none"> • Internal work placements • External work placements coordinated by United Response • Weekly Skills Builder sessions • College visits • 1:1 meetings with Independent Careers Advisor (considers LMI and curriculum related learning) • Opportunities for employer interactions 	<p>Skills Builder challenge day – Dec 25, March 26 and July 25</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">BM1</td> <td style="width: 50%;">BM2</td> </tr> <tr> <td>BM4</td> <td>BM5</td> </tr> <tr> <td>BM6</td> <td>BM7</td> </tr> <tr> <td>BM8</td> <td></td> </tr> </table>	BM1	BM2	BM4	BM5	BM6	BM7	BM8	
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	<ul style="list-style-type: none"> • Enterprise sessions which includes running a school tuck shop, designing and building stuff for selling (including selling the materials at local market places) • Bridging the Gap (ASDAN) includes training young people with work skills in the work place (linked with Manchester Metropolitan University) 		
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<p>Careers guidance and access for education and training providers.</p>	<p>https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers</p> <p>https://www.gov.uk/education/further-and-higher-education-skills-and-vocational-training</p>
<p>Connexions Careers Information, Advice and Guidance</p> 	<p>Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school or college staff) or external, provided they are trained to an appropriate level. These meetings 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 scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p> <p>Every learner should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of learners.</p>

	<p>Information about personal guidance support, and how to access it, should be communicated to learners, parents and carers, and other stakeholders, including through the school or college website.</p> <p>A young person's service providing advice, information, guidance, support and personal development for all 13-19 year olds in Trafford. https://www.connexions-trafford.co.uk/Home.aspx</p> <p>Our Key Stage 4 & 5 pupils have the opportunity to meet 1:1 with Connexions to discuss their next steps and the options that are available to them. Pupils are given individual careers guidance, most suited to them.</p>
Careers Interview	Young people are entitled to the opportunity to meet with a qualified and professional careers advisor for tailored and impartial information, advice and guidance on Post 16/Post 19 options and next steps
Mock Interviews	At “Manor Academy” we understand the importance of preparing our young people for the demands of working life. Many of our young people will be invited to interviews when applying to college or apprenticeships. In addition to job interviews to secure employment/volunteering opportunities. Therefore, we will invite employers and business volunteers into the school to hold one to one or group interviews which resemble a real interview.
Careers Fair	An opportunity for encounters with a range of employers, further education providers and volunteering opportunities. Young people are able to ask questions first hand, take advantage of free resources and access to useful information, establish professional relationships and also discuss potential future opportunities.
Reverse Career Fair	A Reverse Career Fair flips the tables – Young People have an opportunity to showcase their achievements and talents to potential employers in a comfortable environment through a display/presentation; Employers have an opportunity to circulate among the young people’s booths, introduce themselves and learn about the young people’s skills and abilities that meet their hiring needs. At a typical career fair, young people may only be able to present a resume and short introduction. Done correctly, a reverse career fair provides young people the chance to showcase samples of their work and leads to richer conversations with employers.
Encounters with employers and employees	<p>Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p> <p>This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include learners’ own part-time employment where it exists.</p> <p>For schools: every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</p>

	<p>For colleges and ITPs: every year, alongside their programme of study, learners should participate in at least 2 meaningful encounters with an employer. At least one should be delivered through their curriculum area.</p>
<p>Experiences of workplaces</p>	<p>Work experience is a key part of any high-quality careers programme, helping to ensure that young people develop relevant skills for work and supporting transitions from education and training into skilled employment.</p> <p>Young people want more opportunities to experience a wider range of workplaces to help them to make more informed decisions about their future. So, in addition to the strengthened Gatsby Benchmark, the government is reforming work experience to break down barriers to opportunity so that every pupil will have the opportunity to take part in 2 weeks' worth of work experience during key stages 3 and 4.</p> <p>Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.</p> <p>For schools:</p> <p>by the age of 16, every pupil should have had meaningful experiences of workplaces</p> <p>by the age of 18, every pupil should have had at least one further meaningful experience</p>
<p>Encounters with further and higher education</p>	<p>All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, ITPs, universities and in the workplace.</p> <p>By the age of 16, every learner should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.</p> <p>By the age of 18, all learners who are considering applying to higher education should have had at least 2 visits to higher education providers to meet staff and learners.</p>

	By the end of their programme of study, every learner should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, FE colleges, universities and ITPs. This should include the opportunity to meet both staff and learners.
Labour Market Information	<p>Labour market information (LMI) provides the knowledge and understanding of how the labour market functions. LMI is crucial for making sense of changing economic circumstances. Institutions should use LMI to help learners understand:</p> <ul style="list-style-type: none"> what jobs and skills employers are looking for wage rates skills gaps future trends, including growth-driving sectors
<p>Skills Builder Programme</p> 	<p>The Skills Builder Universal Framework is the world’s leading tool for measuring and building essential skills. It breaks the 8 essential skills down into a sequence of steps, starting with absolute beginner through to mastery. It's completely open source, and backed by years of research. Developed with leading businesses, academics and educators, it consolidates the array of different frameworks into something comprehensive and practical.</p> <p>It's truly universal. That’s why it’s used by over 950 employers, schools and social impact organisations across the globe.</p> <p>https://www.skillsbuilder.org/ https://www.skillsbuilder.uk/universal-framework</p>
<p>The Gatsby Benchmarks</p> 	<p>The Gatsby Benchmarks were developed on behalf of the Gatsby Foundation by Sir John Holman. They define what world class careers provision in education looks like and provide a clear framework for organising the careers provision at your school or college.</p> <p>The benchmarks are enshrined in statutory guidance.</p> <p>https://cdn.gatsbybenchmarks.org.uk/app/uploads/2024/11/good-career-guidance-the-next-10-years-report.pdf</p>
CDI	<p>The Career Development Framework</p> <p>The CDI’s Career Development Framework describes the six career development skills that people need to have positive careers.</p>

	<p>These six skills are the learning areas that career development programmes and interventions should focus on. When you are supporting someone with their career you should ask yourself, how can I help them to grow throughout life, explore possibilities, manage career, create opportunities, balance life and work and see the big picture. Each career development activity might develop a different skill, but ultimately individuals need to engage with all of these learning areas.</p> <p>https://www.thecdi.net/New-Career-Development-Framework</p>
<p>The Careers & Enterprise Company</p> 	<p>Set up by government in 2015, their mission is to help every young person to find their best next step. They are the national body for careers education in England, supporting schools and colleges to deliver modern, 21st century careers education.</p> <p>https://www.careersandenterprise.co.uk/</p>
<p>Future Skills Questionnaire</p> 	<p>The Future Skills Questionnaire (FSQ) is a learner self-completion questionnaire. It measures career readiness at points of transition across institutions. Insights help careers leaders make targeted interventions, evaluate the careers programme and identify the impact of careers guidance in their institution.</p> <p>https://resources.careersandenterprise.co.uk/resources/future-skills-questionnaire</p>
<p>Progress Careers</p> 	<p>Progress Careers is a vibrant, passionate and friendly bunch of Careers Advisers who place quality at the heart of what we do. All of our team are qualified to Level 6 in Information, Advice and Guidance (or working towards this), so they know their stuff when it comes to Careers Education, Advice and Guidance.</p> <p>https://progress-careers.co.uk/</p>
<p>National Careers Service</p> 	<p>The National Careers Service provides free, impartial career advice for North Staffordshire residents (and all UK residents) via phone (0800 100 900), live webchat (8am-10pm daily), and online resources on their website, helping with job decisions, education, training, and skill development, including local courses and apprenticeships</p> <p>https://nationalcareers.service.gov.uk/ https://nationalcareers.service.gov.uk/explore-careers</p>

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Skills England	Aims to form a coherent national picture of where skills gaps exist by providing data and research to help understand current and emerging skills gaps https://www.gov.uk/government/organisations/skills-england
Office for National Curriculum  Office for National Statistics	<u>Employment and employee types</u> Employment rates show the number of people in paid work as a proportion of the population, broken down by age and sex. Includes information on the number of people in employment and vacancies. https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/#publications