

Progression framework and careers programme

At Hackney New School we have extremely high aspirations for our students. We believe that effective career guidance extensively contributes to raising aspirations, increasing motivation, improving life chances and overcoming obstacles to success. We are committed to delivering a high quality CEIAG programme that empowers our students to make informed decisions about their futures. The CEIAG programme is regularly reviewed from a range of perspectives, including student, parent/carer, teacher, employer, and provider input. Feedback is sought using feedback forms, work experience diaries, and evaluation forms. Feedback is then utilised to further develop and amend the following year's programme.

Regular self-assessment (at least annually) of Hackney New School's CEIAG programme is completed using the COMPASS tool, created by the Careers & Enterprise Company. Destination data is monitored and evaluated to identify improvements needed in CEIAG provision, as well as pupil attainment and progression into FE, HE, training and employment.

The CEIAG provision is evaluated regularly by the HNS Careers team, and by the school's Senior Leadership Team, and termly by the Head. This CEIAG policy is reviewed annually by the School's Governing Body, following representations from the HNS Careers team.

Opportunities for Access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

Year 7

Career Focus	Measurable outcomes	Activities	CDI Framework reference	Gatsby benchmarks	Monitoring	End of year Evaluation
You and your place in the world	Students are able to focus on the positive aspects of their wellbeing, progress and achievements	PHSE lesson Students tell the story of their earliest memories of what they were good at and interested in. They look for the positives in any negative experiences they have had. Students complete their careers survey.	Self-determination	2,4	Through HW: a piece of written work	Students can tell their own story, how they are making progress and what they need to do to raise their achievement and improve wellbeing
	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	Fri afternoon careers carousel Exposure to a relevant employer (workplace visit or visitor assembly etc). Supported by the London Enterprise Adviser Network.	Valuing Equality, diversity and inclusion	4,5	Through feedback survey & MC	MC results: Students can say how to stand up to stereotyping and discrimination that is damaging to themselves and those around them
	Students are aware of where to get impartial information and support	Interview Small group meeting with careers advisor to assess	Making the most of careers information,	3,8	HOL & CL	Assess progress of RONIs at end of year

	when they need it and how to make good use of it	individual needs and early RONI identifier	advice and guidance (CEIAG)			
Learning about careers and world of work	Students can say what is labour market information and why they need to be aware of it for making future decisions	<p>PHSE lesson</p> <ul style="list-style-type: none"> ● LMI introduction ● How the world of work is different to school ● Get all students logged onto START and start building their personal profile. 	Students are aware of what labour market information (LMI) is and how it can be useful	2,4	HW: ensure all students have started their START profile	Through end of year surveys and START assess how they have become more self aware
	Students can describe different explanations of what careers are and how they can be developed	<p>PHSE/ Drop down time</p> <p>Career speed dating activity: matching students academic skills to specific future career paths via Skillosmeter app on careers section of HNS website</p>	Understanding business and industry	2,4	Skillosmeter data capture	Assess impact through end of year survey
	<p>Students can give examples of different business organisational structures</p> <p>Students can give examples of different kinds of work and why people's satisfaction with their working lives can change</p>	<p>Trip</p> <p>Trip to a relevant work related event or destination (e.g. Bank of England, London Design Festival, Here East etc). STEM would be covered in year 7.</p>	Investigating work and working life	2,6	Through feedback survey	Assess impact through end of year survey

Year8

Career Focus	Measurable outcomes	Activities	CDI Framework reference	Gatsby benchmarks	Monitoring	End of year Evaluation
Expanding horizons	Students can describe different explanations of what careers are and how they can be developed	PSHE / drop down Mapping academic subjects to specific job sectors	Understanding business and industry	2, 4, 5	Homework	Assess impact through end of year survey
	Students can recognise the qualities and skills they have demonstrated both in and out of school that will help to make them employable	PSHE / drop down Use The Skills Builder to give overview of soft skills and why they matter.	Self-awareness	2,3, 4	Assess progress on START platform and make sure they are adding to their skills and interests and building profile	Assess impact through end of year survey and usage stats from START
	Students can give examples of different kinds of work and why people's satisfaction with their working lives can change	Careers week Friday afternoon carousel Small group 30 minute virtual taster talks from volunteers from the world of work. Students sign up those that are of particular interest. We target students based on careers survey but ensure that we expose all students to a wide variety of options, including those they have not previously considered.	Investigating work and working life	2, 3, 5	Attendance recorded on tracker	Assess impact through end of year survey

	Students can describe different explanations of what careers are and how they can be developed	Friday afternoon carousel Talk/workshop with STEM ambassadors for STEM week. Focus on how curriculum STEM relates to world of work and different careers	Exploring careers and career development	2, 5	Attendance recorded on tracker	Assess impact through end of year survey
	Students show that they can be positive, flexible and well-prepared at transition points in their life Students know how to identify and systematically explore the options open to them at a decision point	Mandatory workshop Support with choosing options for GCSE	Planning and deciding	3,8	Choices tracked in DPR	
	Students are aware of where to get impartial information and support when they need it and how to make good use of it	Interviews Small group meeting with careers advisor to assess individual needs and early RONI identifier	Making the most of careers information, advice and guidance (CEIAG)	3,8	HOL & CL	Assess progress of RONIs at end of year
		Ad hoc Invitation to webinars and online activities on Friday afternoons and after school, targeted by careers preferences.	Making the most of careers information, advice and guidance (CEIAG)	various	Data captured in post-survey	

Year 9

Career Focus	Measurable outcomes	Activities	CDI Framework reference	Gatsby Benchmarks	Monitoring	End of year Evaluation
Goal setting & meeting aspirations	Students know how to make plans and decisions carefully including negotiating with those who can help them get the qualifications, skills and experience they need	PHSCE Relating GCSE options to HE and apprenticeships and future careers	Self-determination	4	Ensure students are using START programme	Assess impact through end of year survey
	Students show that they can manage their own budget and contribute to household and school budgets	Mandatory workshop Soft skills workshop delivered by world of work partner with a focus on how to manage a personal budget	Developing personal financial capability	5,8	Attendance recorded in tracker	Assess impact through end of year survey
	Students can describe different explanations of what careers are and how they can be developed	Friday afternoon carousel Talk/workshop with STEM ambassadors for STEM week. Focus on how curriculum STEM relates to world of work and different careers	Exploring careers and career development	2, 5	Attendance recorded on tracker	Assess impact through end of year survey
	Students can give examples of different business organisational structures	Trip Workplace visits (e.g. UBS, PwC as well as local Hackney run businesses) Supported by LEAN.	Understanding business and industry	5,6	Attendance recorded on tracker	Assess impact through end of year survey

	Students know how to identify and systematically explore the options open to them at a decision point	University site visits <ul style="list-style-type: none"> ● Loughborough East London campus ● Russell Group ● Middlesex University 	Identifying choices and opportunities	2, 3, 7	Trips recorded in tracker	Assess impact through end of year survey
	Students can identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services	Friday afternoon carousel: workshop Post-16 options prelim planning. Detailing what's to come, exploring options: FE, HE, Apprenticeships. Supported by ASK.	Preparing for employability	5,7,8	Attendance recorded on tracker Quiz to check for understanding	Assess impact through end of year survey
		Ad hoc Invitation to webinars and online activities on Friday afternoons and after school, targeted through careers survey choices.	Making the most of careers information, advice and guidance (CEIAG)	various	Attendance recorded on tracker	Assess impact through end of year survey

Year 10

Career Focus	Measurable outcomes	Activities	CDI Framework reference	Gatsby Benchmarks	Monitoring	End of year Evaluation
Developing yourself through careers, employability and enterprise education	Students can review and reflect upon how they are benefitting as a learner from careers, employability and enterprise activities and experiences	Workshop Small group soft skills mentoring with world of work partner (e.g. KPMG)	Preparing for employability	3, 5	Attendance recorded on tracker	Assess impact through end of year survey
	Students can how how they are developing the qualities and skills which will help them to improve their employability	One-to-one interview One to one meeting with CL to discuss post-16 options and career aspirations	Making the most of careers information, advice and guidance	3,8	Attendance recorded on tracker	Assess impact through end of year survey
	Students can explain how work and working life is changing and how this may impact on your own and other people's career satisfaction	Careers week Friday afternoon carousel Small group 30 minute virtual taster talks from volunteers from the world of work. Students sign up those that are of particular interest.	Investigating work and working life	2, 3, 5	Attendance recorded on tracker	Assess impact through end of year survey
	Students can recognise how they are changing, what they have to offer and what's important to	In-house fair Careers Fair (virtual careers carousel)	Exploring careers and career development	5,7	Attendance recorded on tracker	Assess impact through end of year survey

	them					
	Students are aware of their responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices	Work Experience Week delivered with Inspire!	Learning about safe working practices and environments	2,5,6	Attendance recorded on tracker Project completed	Assess impact through end of year survey
	Students can review and reflect upon how they are benefitting as a learner from careers, employability and enterprise activities and experiences	In-house fair FE college fair and HNS alumni visit	Self improvement as a learner	3,4,7	Attendance recorded on tracker	Assess impact through end of year survey
	Students can recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issue	PSHE Diversity and Inclusion: the modern workplace	Valuing equality, diversity and inclusion	2,3	Check for understanding through homework	Assess impact through end of year survey
	Students recognise how they are changing, what they have to offer and what's important to them	Friday afternoon carousel Interview coaching and personal statement workshop	Self-awareness	3,8	Students create draft personal statement	Percentage of completion of personal statement draft by end of

						summer term
		<p>Ad hoc Invitation to webinars and online activities on Friday afternoons and after school</p>	<p>Making the most of careers information, advice and guidance (CEIAG)</p>	various	Attendance recorded on tracker	Assess impact through end of year survey

Year 11

Career Focus	Measurable outcomes	Activities	CDI Framework reference	Gatsby Benchmarks	Monitoring	End of year Evaluation
Consolidating learning and preparing for the next steps	Students can build their personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services	<i>Career interview</i> One to one career advice meeting with external provider to discuss post-16 choices & career aspirations	Making the most of careers information, advice and guidance	3,8	Attendance recorded on tracker	Assess impact through destination data
	Students can recognise how they are changing, what they have to offer and what's important to them	<i>Friday afternoon carousel workshop</i> Post-16 options support and college applications	Self-determination	3,8	Attendance recorded on tracker	Assess impact through end of year survey
	Students are able to research their education, training, apprenticeship, employment and volunteering options including information about the best progression	<i>In-house fair</i> Careers Fair (virtual careers carousel)	Exploring careers and career development	5,7	Attendance recorded on tracker	Assess impact through end of year survey

	pathways through to specific goals					
	Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	Mentoring Individual mentoring with a world of work volunteer or Prospect BOOST advisor	Managing changes and transitions	3,8	Attendance recorded on tracker Reports from advisor	Assess impact through destination data
	Students are able to research their education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goal	PHSE Pupils keep an experiences and achievements log. They also record the evidence of their best use of key employability skills as part of an 'enterprise passport'	Identifying choices and opportunities	2, 4	Students record information in their START profile	Assess impact through end of year survey
		Ad hoc Invitation to webinars and online activities on Friday afternoons and after school	Making the most of careers information, advice and guidance (CEIAG)	various	Attendance recorded on tracker	Assess impact through end of year survey