



TANFIELD
SCHOOL

HARD WORK | TRUST | FAIRNESS

4th November 2021

Dear parent/ carer,

As you know, at Tanfield School we have many minds but one mission: **to get students to attend the best university, or real alternative**, succeed in their dream job and thrive in all aspects of their life.

Thank you so much for completing our survey into our careers provision at Tanfield School. We have used the responses- and those from students in all year groups, staff and post 16 FE and HE providers and employers- to update our careers programme. You will find it attached to this letter and on the school website. This is an annual programme and will next be reviewed in 2022.

You will see that we have ensured that all of our students will have access to guidance, providers and experiences across years 7-11. We are also excited to launch a Careers in the Curriculum week, once per term, that will link lessons directly to particular jobs and pathways to these.

The first of these is the week beginning 8th November. In this week, all students will learn about a range of careers, including:

- the football industry
- architecture
- gaming
- product marketing
- advantages of studying a language, including at University level
- health care
- teaching
- journalism
- cartography
- apprentice countryside officer
- volcanology
- problem solving analyst
- resort representative
- fashion design
- linking technology study to workplaces
- 5 great reasons to study Maths

TANFIELD SCHOOL
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They will also have a talk from Helen Easton, HR Consultant, about the qualities that employers often look for in applicants.

Year 7 and 8 will be introduced to Unifrog, to try to identify their dream jobs, based upon their personalities and interests. Years 9-11 will use this tool in their Careers lessons.

Years 7 and 8 will also have a talk from Hannah Greenwood from Durham Women's Football Club to talk about her playing career and studying at Durham University.

Should you have any questions or comments, please do not hesitate to contact me.

Kindest regards,

Dr Catherine Quigley
Assistant head teacher: Personal Development



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CAREERS PROGRAMME

“At Tanfield School we have many minds but one mission: to get students to attend the best university, or real alternative, succeed in their dream job and thrive in all aspects of their life.”

| GATSBY BENCHMARK | INTENT | YEAR 7 | YEAR 8 | YEAR 9 | YEAR 10 | YEAR 11 |
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| 1: A stable careers programme (Next review October 2022) | Tanfield should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers. This should be published and regularly evaluated. | Careers survey conducted with staff, students, employers/ post 16 providers and parents annually. What works well about the school's careers programme? How could the careers programme be even better? Programme adapted as necessary. Programme published on school website. | | | | Intended destinations survey at start and mid point of the year. |
| | | | | Timetabled Careers lessons. | | |
| | | Meaningful experiences correlated with each of the Gatsby Benchmarks. | | | | |

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| 2: Learning from career and labour market information | All students and parents should have access to high-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. | | Options chosen. Option subjects connect subject to career paths and labour market. Parents receive this information in options booklets. | Timetabled Careers lessons. | |
| | | All experiences, encounters and lessons are evaluated and reviewed in relation to this and information about our families' qualifications and working situation. Tanfield Futures website . Personal guidance interviews detailed below (GB8). | | | |
| 3: Addressing the needs of each pupil | Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to each of these stages, with diversity and equality embedded in the school's careers programme. | Clubs and activities to develop and broaden skills and interests. | Clubs and activities to develop and broaden skills and interests. 1:1 careers interviews prior to choosing options, with targeted students working with MyBigCareer charity. | Duke of Edinburgh Bronze Award- all students. Clubs and activities to develop and broaden skills and interests. | Get Exam Ready. Champions hour. Communications with FE providers and employment in Y12 to determine % in full time education, employment or training. Accurate data maintained. One Vision interviews with students at risk of NEET. Durham Works |

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| | | | | | interviews with those families requiring additional support. |
| | C1- Unifrog Personality tool and Interest Profile. C3- Unifrog competencies. | | C1- Unifrog careers treasure hunt- careers library. | C1- Unifrog-subjects library. Unifrog Apprenticeships, FE, Universities tool. | |
| | C2- Unifrog careers library- What's your dream job? | C2- Unifrog careers and subject library- Choices, choices. | C2- Unifrog- identifying interests. | C2- Unifrog- researching possible placements. | C1- Unifrog- Post 16 Choices, choices. |
| | Climb a mountain to create a metaphor of going to a Russell group University or a Higher/ Degree Apprenticeship, one step at a time. | | Timetabled Careers lessons. Alternative Provision unit gives personalised careers advice, SMSC, PSHE, vocational and academic input. | | |
| | Use of Unifrog to track encounters, competencies, interests and activities. | | | | |
| 4: Linking curriculum learning to careers | All teachers link curriculum learning with careers. | Careers in the Curriculum Week three times per year- Y7-11, one per cycle. Lessons have explicit links between curriculum areas and specific jobs and cover the skills, knowledge and academic/ vocational progression routes, as well as average salaries. This includes STEM subjects. Careers opportunities and connections are included in each subject's curriculum intent and each subject | | | |

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| | <p>Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.</p> <p>By the age of 14, every pupil has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers. All subject teachers emphasise the importance of succeeding in English and Maths.</p> | <p>has an overview of which jobs, skills and knowledge are covered and when. This overview also includes planned visits, experiences, workshops, talks with FE, HE and workplaces.</p> <p>Teachers access Read, Watch, Listen on Unifrog for TED talks, articles etc connecting specific subjects to careers.</p> | | | | | |
| | | | STEAM Careers Fair (Discovery Museum) | Timetabled Careers lessons. | | | |
| | | | | 24 Hours in A+E (Newcastle University School of Medicine) | | | |
| | | <p>Cycle 3 PSHE Living in the Wider World includes careers, employability skills and materials to get students 'workplace ready'.</p> <p>Unifrog- 2 competencies per half term, with different activities in each year group- UniFrog Fridays (C1, 1: Aiming High, Communication; C1, 2: Creativity, Independence; C2, 1: Leadership, Listening; C2, 2: Literacy, Numeracy; C3, 1: Presenting, Problem Solving; C3, 2: Staying Positive, Teamwork).</p> | | | | | |
| 5: Encounters with employers and employees | Every student should have multiple opportunities to | Finding your Dream: taster sessions with local employers and key | | One day- visit a family member's workplace (when Covid 19 infection | Work experience (when Covid 19 infection rates stabilise). | | |

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| | learn from employers about work, employment and the skills that are valued in the workplace. | sectors of growth. | | rates stabilise). | | |
| 6: Experiences of workplaces | Every student should have first-hand experiences of the workplace through work visits, work shadowing and/ or work experience so they can explore their career opportunities. | | | One day- visit a family member's workplace (when Covid 19 infection rates stabilise). | Work experience (when Covid 19 infection rates stabilise). | |
| | | Annual survey asks students if they have a part time job or experience of working with a family member. Tracked on Unifrog. | | | | |
| 7: Encounters with further and higher education | All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, | | Introduction to HE in the NE (NERAP). | Student Life (NERAP) | FE and HE open evenings with transported tours arranged for families. | |
| | | | | FE Providers present at parents' evenings. | | |
| | | | | Student Fortunes (Newcastle University) | | |

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| | universities and the workplace. | | | | | |
| 8: Personal guidance | Every student should have opportunities for guidance interviews with a career adviser. | | All have independent 1:1 careers interviews prior to selecting options. MyBigCareer charity works with targeted students. | Student Fortunes (Newcastle University) | All have independent 1:1 careers interviews. The Budgeting Game (student finance, NERAP) | Further 1:1 interviews- all. Durham Works 1:1 interviews for students at risk of NEET. Additional interventions (e.g careers speed dating) for up to 30 students (Durham Works) and One Vision input for up to 30 targeted students and their families. Student Finance (NERAP) |