

Year Group 12 - Employability Programme

During an academic year, the activities listed below form the employability programme. These may be subject to change due to any unforeseen external factors affecting studies or attendance. Additional activities may also be run during the year.

Term	Activity	Staff	Gatsby Bench Mark
1	Employer led projects. Students work within a team to meet an organisation's brief.	Academic Enrichment Staff, Employability Team, External Professionals & Deputy Head Teacher	1, 3, 4
	Unifrog Introduction Session and Tasks. Students are taught how to utilise their accounts on Unifrog, the careers delivery platform.	Teachers & Employability Team	1, 2, 3, 4
	Monthly assembly talks from employees about industry and career paths.	External Employers	1, 3, 4, 5, 7
	Apprenticeship Fair Visit	Employers and Staff	4, 5, 7
	Fortnightly Sessions on Employability	Employability Team	1, 2, 3, 4,
2	Employer led projects. Students work within a team to meet an organisation's brief.	Academic Enrichment Staff, Employability Team, External Professionals & Deputy Head Teacher.	1, 3, 4
	Fortnightly Sessions on Employability	Employability Team	1, 2, 3, 4,
	Monthly assembly talks from employees about industry and career paths.	External Employers	1, 3, 4, 5, 7
	F1 Challenge Launch– for KS5 students.	Employability Team, Teaching Team	3, 4, 5
	University Trip	Staff	1, 4, 7
3	Employer led projects. Students work within a team to meet an organisation's brief.	Academic Enrichment Staff, Employability Team and External Professionals	1, 3, 4
	Apprenticeship Week	Employability Team and External Professionals	4, 5, 7
	Monthly assembly talks from employees about industry and career paths.	External Employers	1, 3, 4, 5, 7
	The Baker Award Registration. A UTC Hub award that recognises students' work experience, qualifications and developed competencies.	Employability Team	1, 3, 4, 5, 6
	Fortnightly Sessions on Employability	Employability Team	1, 2, 3, 4,
	F1 Challenge – for KS5 students.	Employability Team, Teaching Team,	3, 4, 5

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Term	Activity	Staff	Gatsby Bench Mark
4	Employer led projects. Students work within a team to meet an organisation's brief.	Academic Enrichment Staff, Employability Team and External Professionals	1, 3, 4
	Monthly assembly talks from employees about industry and career paths.	Employability Team and External Professionals	3, 4, 5
	Year 12 Weekly Employability Registration Sessions	Tutors and Employability Team	1, 2, 3, 4
	F1 Challenge – for KS5 students.	Employability Team, Teaching Team,	3, 4, 5
5	Employer led projects. Students work within a team to meet an organisation's brief.	Academic Enrichment Staff, Employability Team and External Professionals	1, 3, 4
	Monthly assembly talks from employees about industry and career paths.	Employability Team and External Professionals	3, 4, 5
	F1 Challenge – for KS5 students.	Employability Team, Teaching Team,	3, 4, 5
	Fortnightly Sessions on Employability	Tutors and Employability Team	1, 2, 3, 4
6	Employer led projects. Students work within a team to meet an organisation's brief.	Academic Enrichment Staff, Employability Team and External Professionals	1, 3, 4
	Monthly assembly talks from employees about industry and career paths.	Employability Team and External Professionals	3, 4, 5
	F1 Challenge – for KS5 students.	Employability Team, Teaching Team,	3, 4, 5
	Work Experience Week.	Teaching Staff, External Professionals and Employability Team	1, 3, 4, 5, 6
	Fortnightly Sessions on Employability	Tutors and Employability Team	1, 2, 3, 4

In addition to activities listed in the table above, students will be taking part in year long activities, including:

- maintaining Unifrog records
- participating in the external UTC Hub Baker Award

If you have any questions about the programme or have any suggestions please email us at Nextsteps@berkeleygreenutc.org.uk

GATSBY BENCHMARKS

Gatsby Benchmark		Further Detail
1	A Stable Careers Programme	Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.
2	Learning from Career and Labour Market Information	Every learner, and their parents (where appropriate), should have access to good 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.
3	Addressing the Needs of Each Student	Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.
4	Linking Curriculum Learning To Careers	All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.
5	Encounters with Employers and Employees	Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes, and should include learners' own part-time employment where it exists.
6	Experience of Workplaces	Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	Encounters with Further and Higher Education	All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes, and learning in schools, colleges, universities and in the workplace.
8	PERSONAL GUIDANCE	Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level.*3 These 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 timed to meet individual needs.

The Gatsby Benchmarks are used as a framework by SGS Berkeley Green UTC to help develop the Employability Programme and the Careers Strategy. For more information about the Gatsby Benchmarks please visit [here](#).