

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 |
|------|---|--|---------------|
| 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 |
| | Year 12 Weekly Employability Registration Sessions | Tutors and Employability Team | 1, 2, 3, 4 |
| 2 | Year 12 Careers Interest Survey. Students are asked to complete the Careers Interest Survey, to start students thinking about their futures and | Employability Team | 3 |
| | 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 |
| | Tool Kit and Byte Size Talks. During tutor periods there will be a 15 minute talk from various professionals, talking about entry requirements | Employability Team and External Professionals | 3, 4, 5, 7 |
| | First Tech Challenge Launch with Raytheon– for 15 KS5 students. | Employability Team, Teaching Team, Raytheon Employees | 3, 4, 5 |
| | Year 12 Weekly Employability Registration Sessions | Tutors and Employability Team | 1, 2, 3, 4 |
| 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 |
| | Tool Kit and Byte Size Talks continued. | Employability Team and External Professionals | 3, 4, 5 |
| | Work experience preparation sessions. Including how to contact an employer etc. | Employability Team | 2, 3, 5 |
| | The Baker Award Registration. A UTC Hub award that recognises students' work experience, qualifications and developed competencies. | Employability Team | 1, 3, 4, 5, 6 |
| | Year 12 Weekly Employability Registration Sessions | Tutors and Employability Team | 1, 2, 3, 4 |

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|------|---|--|-------------------|
| 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 |
| | HE and Apprenticeship Fair | Staff and Fair Exhibitors | 4, 5, 7 |
| | Tool Kit and Byte Size Talks continued. | Employability Team and External Professionals | 3, 4, 5 |
| | Year 12 Weekly Employability Registration Sessions | Tutors and Employability Team | 1, 2, 3, 4 |
| 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 |
| | Tool Kit and Byte Size Talks continued. | Employability Team and External Professionals | 3, 4, 5 |
| | Form Sponsor Mentoring. Students will receive employer mentoring. | Employability Team and External Professionals | 3, 5 |
| | Year 12 Weekly Employability Registration Sessions | 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 |
| | Form Sponsor Mentoring Cont. | Employability Team and External Professionals | 3, 5 |
| | Tool Kit and Byte Size Talks continued. | Employability Team and External Professionals | 3, 4, 5 |
| | Work Experience Week. | Teaching Staff, External Professionals and Employability Team | 1, 3, 4, 5, 6 |
| | Year 12 Weekly Employability Registration Sessions | 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](#).