

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 |
| | Networking and First Impressions Session. Students are taught useful skills in networking. | Teachers & Employability Team | 1, 2, 3, 4 |
| | Apprenticeship Session—including introduction to apprenticeships and apprenticeship activity pack. | Teachers & Employability Team | 1, 2, 3, 4 |
| | Employer Partners Research Session. Students are asked to research into the UTC employer partners. | Teachers & 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 help tailor future talks and projects. | 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 |
| | Cyber Day 27th November. All Cyber students are taken off timetable to access a range of Cyber employer related talks and activities. | Assistant Head Teacher and Cyber Security Teaching Staff | 3, 4, 5 |
| | Cyber Careers Fair 23rd November. All Cyber students and parents/carers are contacted and encouraged to attend this exclusive event. | Assistant Head Teacher and Cyber Security Teaching Staff | 3, 4, 5 |
| | Tool Kit and Byte Size Talks. During lunch periods there will be a 20 minute talk from various professionals, talking about entry requirements and industry related topics. | Employability Team and External Professionals | 3, 4, 5 |
| 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 |
| | Tool Kit and Byte Size Talks continued. | Employability Team and External Professionals | 3, 4, 5 |
| | Mock Interviews. Each student will be given a mock interview by an external professional and then given feedback to help develop employability skills. This will run over two terms. | Employability Team and External Professionals | 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 |

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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 |
| | Tool Kit and Byte Size Talks continued. | Employability Team and External Professionals | 3, 4, 5 |
| | Mock Interviews Continued. | Employability Team and External Professionals | 2, 3, 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 |
| | Tool Kit and Byte Size Talks continued. | Employability Team and External Professionals | 3, 4, 5 |
| | University Talk | University Staff and Employability Team | 3, 7 |
| | Form Sponsor Mentoring. Students will receive employer mentoring. | Employability Team and External Professionals | 3, 5 |
| 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 |
| | University Talk | University Staff and Employability Team | 3, 7 |
| | Tool Kit and Byte Size Talks continued. | Employability Team and External Professionals | 3, 4, 5 |
| | Work Experience Week. A week full of activities and talks set to increase employability skills. | Teaching Staff, External Professionals and Employability Team | 1, 3, 4, 5, 6 |
| | Big Bang Digital Participation | Teaching Staff and Employability Team | 3, 4, 5 |
| | Cheltenham Science Festival Participation | Teaching Staff and Employability Team | 3, 4, 5 |

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](#).