



The careers programme is overseen by a named careers leader. The information contained in this document is not exhaustive and is intended to give a flavour of the strategy and content covered.

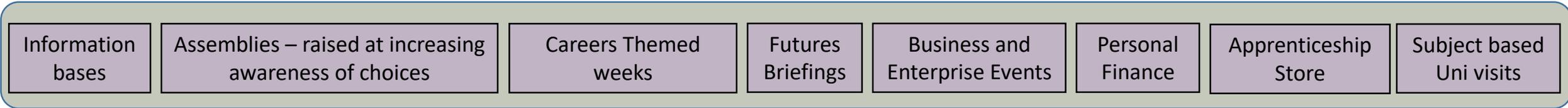
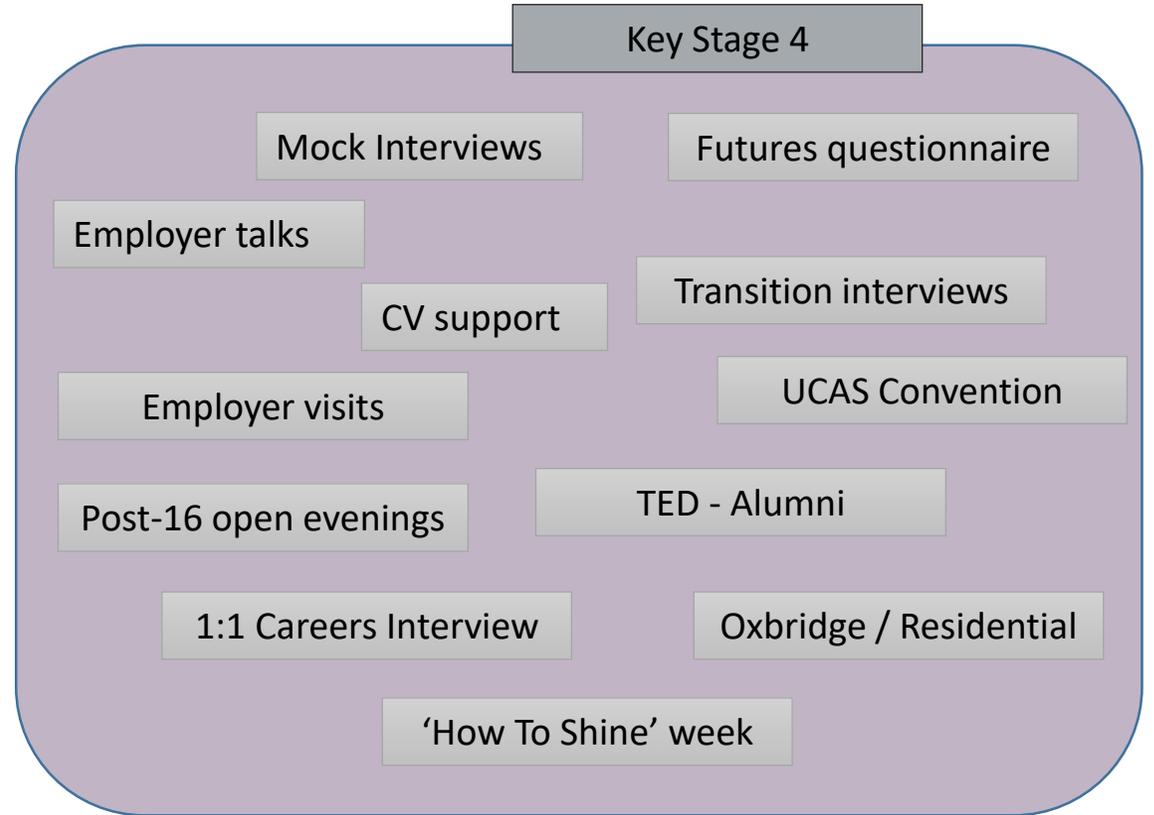
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The following data shows the destination of students in Tameside on leaving KS4 (Year 11) in 2015. This is the latest data provided by Gov.UK.

	Tameside	England
In full time education	87%	90%
Apprenticeships	9%	6%
Employment	6%	3%
Not staying in education or employment	7%	5%

Gatsby Benchmark	Headline	Summary	Examples
1	'A stable careers programme.'	Our programme is varied, structured and multi-faceted. The programme is championed by a Careers Leader who takes feedback to review and develop the offer.	<ul style="list-style-type: none"> <li>Electives.</li> <li>Enhance and Aspire.</li> <li>Presentations.</li> <li>Trips and visits.</li> </ul>
2	'Learning from career and labour market information.'	Our staff, students and parent/carers are shown what is available and up to date LMI informs the long term development of our provision.	<ul style="list-style-type: none"> <li>Assemblies.</li> <li>Information bases.</li> <li>Careers themed weeks.</li> <li>Briefings and publications.</li> </ul>
3	'Addressing the needs of each pupil.'	We aid our students to set challenging targets and help them to reach these goals. Our programme is responsive and doesn't allow anyone to fall.	<ul style="list-style-type: none"> <li>Transition meetings.</li> <li>Futures questionnaires.</li> <li>How to shine week.</li> </ul>
4	'Linking the curriculum to careers.'	Our staff look for opportunities to link to the curriculum through themed weeks. We have a particular focus on STEM and the importance of English and Maths.	<ul style="list-style-type: none"> <li>STEM Careers week.</li> <li>National Careers Week.</li> <li>Biology, Maths and Languages awareness weeks.</li> </ul>
5	'Encounters with employers and employees.'	We look for every opportunity possible to increase the number of meaningful encounters that our students have with employers and employees.	<ul style="list-style-type: none"> <li>Challenging stereotypes event.</li> <li>How to shine week.</li> <li>Enhancement of trips and visits.</li> </ul>
6	'Experiences of workplaces.'	Our staff look for creative ways to increase the experience of the work place. This is done by specific visits but also by extracting all opportunities from every trip.	<ul style="list-style-type: none"> <li>Enhancement of trips and visits.</li> <li>Big Bang Science Fair.</li> <li>Employer presentations.</li> <li>FirstTec Challenge</li> </ul>
7	'Encounters with Further and Higher Education.'	We provide our students with a range of opportunities to link with further and higher education. We believe that this should be done from the moment students join our school.	<ul style="list-style-type: none"> <li>University Induction day</li> <li>Talks and presentations.</li> <li>Subject link days.</li> <li>University Trips</li> </ul>
8	'Personal guidance.'	We recognise the importance of impartial and qualified careers guidance which can be enhanced by subject specific support.	<ul style="list-style-type: none"> <li>1:1 interviews.</li> <li>UCAS interviews.</li> <li>Transition meetings and presentations.</li> </ul>

Our careers programme is under constant review. The information contained in this document should be viewed alongside our CEIAG policy.



**Academic Aspiration**

All students, regardless of background, will achieve the highest possible academic outcome. Students will be able to access the route of their choice.

**Culture, Creativity and Rhetoric**

Take part in productions and visit the theatre. Play a musical instrument as part of a concert. Debate with your peers and present to an audience.

**Leadership and Service**

Lead projects and teams in a number of different settings and contexts. Positions of responsibility across subjects and Houses. School Council Representatives.

**Competition and Physical Endeavour**

Compete within House events and represent the school. Lead others and take coaching roles. For example D of E.