

CEAIG at Dixons Trinity Chapeltown

Careers lead: Jennifer Smith

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Chair of Governors: Sue Richardson

Review date: August 2022

Principles

Our unifying ‘sentence’ is “all students will have access to independent guidance, a broad range of information about different careers and information on different qualification pathways in order for them to make informed decisions about their future”.

- At Dixons Trinity Chapeltown, our mission is that all students succeed at university or a real alternative, thrive in a top job and have a great life. Our values of hard work, trust and fairness support this mission, and our language, routines and structures constantly reinforce the metaphor of ‘climbing the mountain’ and thus, careers education permeates everything that we do. Our drivers of ‘mastery, autonomy and purpose’ ensure all students are intrinsically motivated to achieve their full potential and to see the doors education can open. All our artefacts in school support this mission and we understand the importance of the CEAIG programme in helping us to achieve that mission.
- The planning of our programme has been informed by the Trust-wide careers policy, which is regularly updated and reviewed. The aims and principles of our all through careers’ education have been devised to ensure that the careers policy supports our careers programme. Careers leaders across the Trust meet regularly in cross cutting teams to discuss current information about the labour market, reflect upon key careers research and share best practice.
- Staff are regularly updated on the range of routes available to students and current labour markets. The careers lead regularly imparts knowledge of updated careers information to staff either through CPD sessions or email.
- Purpose is a key driver, and therefore, careers education underpins the entire curriculum. Every subject at Dixons Trinity Chapeltown is committed to supporting the careers provision. As seen below, in each subject, a careers spotlight is shared and discussed at least once every cycle. This means that every child learns about over thirty different careers within one year.
- At Dixons Trinity Chapeltown, we understand that each subject is unique and therefore the head of each department is given the autonomy to offer careers within the curriculum, which are the best fit for their subject. Each subject’s offerings are listed on their curriculum principles. Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to.
- The academy uses the START platform to collect information from students so that we can provide tailored and specific careers-based opportunities. Regular interactions with the START platform allow students to explore further careers linked to their interests and areas of strength. Furthermore, it gives access to updated labour market information (LMI). All interactions and the yearly careers plan are recorded on Compass+, which allows us to track engagement in careers activities.

Throughout their all-through careers’ education, students at Dixons Trinity Chapeltown will:

- undertake various work-related experiences.
- reflect upon and refining aspiration.
- increase knowledge of education, training, and career opportunities.
- develop a career plan to help achieve the academy’s mission and fulfil potential.

The careers curriculum will address social disadvantage by providing all students with:

- knowledge about university including the logistics of finance and applications.
- a full range of workplace experiences.
- information from all sectors including those in the locality of Leeds and in wider areas.



Overview

	Cycle 1	Cycle 2	Cycle 3
EYFS & Y1 Base Camp	Career inspiration: teacher, scientist	Career inspiration: firefighters, police officer, vet, farmers, author, librarian,	Career inspiration visit: curator of a museum
	<p>Linking curriculum (GB4)</p> <p>History: Y1 students will learn about how the teaching career has changed over time.</p> <p>Science: Year 1 will meet scientists from Eureka Science Museum.</p>	<p>Linking curriculum (GB4)</p> <p>EYFS : The people who help us unit teaches students about a range of careers that help us.</p> <p>Computing : The careers in computing unit teaches students about webdesigners, computer technicians, games testers, cyber security analysts, programmers and robotocists.</p>	<p>Linking curriculum (GB4)</p> <p>History: Y1 students will visit a museum and the curator of the museum will lead a workshop on toys.</p>
Y2, Y3 & Y4 Lower Peak	Career inspiration visit: cartographer.	Career inspiration visit: paleontologist, geologist.	Career inspiration visit: lecturer at Leeds Trinity University.
	<p>Linking curriculum (GB4)</p> <p>History: Y2 students will learn about the importance of firefighters during the Great Fire of London.</p> <p>Geography: Y2 students will explore careers in geography and will meet a geographer who makes maps (cartographer).</p>	<p>Linking curriculum (GB4)</p> <p>History: Y2 students will learn about Mary Anning's fossil discoveries. They will meet a paleontologist to help them complete a fossil dig workshop.</p> <p>Science: Y3 students will meet a geologist who will teach them how to experiment with rocks and soils.</p>	<p>Linking curriculum (GB4)</p> <p>Science Y4: Students will learn about audiologists in the unit on 'Sound'.</p>
Y5 & Y6 Middle Peak	Career inspiration visit: engineer	Career inspiration visit: local MP	Career inspiration visit: doctor, nurse
	<p>Linking curriculum (GB4)</p> <p>Science Y6 and Geography Y5 Energy plant visit.</p>	<p>Linking curriculum (GB4)</p> <p>Geography: Y5 students will learn about the role of a zoologist during the biomes unit.</p>	<p>Linking curriculum (GB4)</p> <p>Science Y6: A doctor / nurse will talk to the students about circulatory system and healthy lifestyles.</p>
Y7 Middle Peak	<p>University of Leeds expedition (GB7)</p> <p>Students will visit Leeds University. For some students this will be their first experience of a higher education institute.</p> <p>Write and record sentences (GB2, GB8)</p> <p>Students will explore and discuss a range of careers and their aspirations.</p> <p>Careers lesson (GB7)</p> <p>Universities – what are they, what do they do, how do we get there?</p>	<p>START careers (GB2)</p> <p>Students will set up their careers profile on START in order to explore the pathways and potential industries available to them.</p> <p>Careers lesson (GB3)</p> <p>What do employers look for?</p>	<p>Employer Encounters (GB5)</p> <p>Students will be visited by a range of local and national employers who will discuss different careers pathways related to with them.</p> <p>Careers week activities</p> <p>Careers week will support students in addressing workplace stereotypes (GB3) and support discussions around the gender pay gap.</p>
	<p>Linking curriculum (GB4)</p> <p>Art: Careers in design (natural forms topic)</p> <p>Computing: Careers in mathematics and data analysis (binary topic)</p> <p>English: Careers in creative writing</p> <p>French: Teaching English in France, careers at Dior</p> <p>Geography: Careers in nature conservation (hot deserts topic)</p> <p>History: Careers in heritage management (medieval England topic)</p>	<p>Linking curriculum (GB4)</p> <p>Computing: Careers in software development (algorithms topic)</p> <p>English: Careers in the theatre</p> <p>French: Translator / interpreter, careers at AXA</p> <p>Geography: Careers in meteorology (climate change topic)</p> <p>History: Careers in pathology (black death topic)</p>	<p>Linking curriculum (GB4)</p> <p>Art: Careers in nutrition (food glorious food topic)</p> <p>Computing: Careers in programming (programming topic)</p> <p>English: Careers in copywriting</p> <p>French: Careers at Air France, Emirates or British Airways</p> <p>Geography: Careers in political risk analysis (urbanisation topic)</p> <p>History: Careers in curating (changes in early, modern Europe topic)</p>



	Cycle 1	Cycle 2	Cycle 3
Y7 Middle Peak	<p>Linking curriculum (GB4)</p> <p>Maths: Careers in animation (Unit 1: linear sequences) and interior design (Unit 2: perimeter)</p> <p>Music: Careers in performance (West African percussion topic)</p> <p>Religious Education: Careers in social care and medication (beliefs and values)</p> <p>Science: Careers in research science (science skills topic)</p>	<p>Linking curriculum (GB4)</p> <p>Maths: Careers in astronomy (Unit 3: angles) and catering (Unit 4: fractions of amounts)</p> <p>Music: Careers in freelance performance (classical music topic)</p> <p>Religious Education: Careers in human rights (Hinduism)</p> <p>Science: Careers in forensic science (body topic) and midwifery (reproduction topic)</p> <p>Stretch lectures: Careers in medicine (epidemics and their control topic)</p>	<p>Linking curriculum (GB4)</p> <p>Maths: Careers in banking (Unit 5: simple interest) and medicine (Unit 6: statistical diagrams)</p> <p>Music: Careers in performance (popular music topic)</p> <p>Religious Education: Careers in education and training (Why do people suffer?)</p> <p>Science: Careers in ecology and veterinary medicine (ecology topic)</p> <p>Stretch lectures: Careers in physics and astrophysics (space and the universe topic)</p>
	<p>University of Oxford expedition (GB7)</p> <p>Students will visit and complete a range of activities at Oxford University in order to see the pinnacle of higher education institutions.</p> <p>Careers lesson (GB7)</p> <p>GCSEs – what are they, where do they lead, what is the difference between a GCSE and a vocational option?</p> <p>START careers (GB2)</p> <p>Students will return to their careers profile on START in order to explore activities related to GCSE options.</p>	<p>Options evening (GB2, GB3, GB8)</p> <p>Students will engage with a range of subject leaders to discuss next steps in their learning and begin to decide which subjects might support them in achieving their career aspirations.</p> <p>Guidance interviews (GB3, GB8)</p> <p>Students will all meet with a senior leader to discuss their progress, aspirations, and next steps. Senior leaders will provide tailored feedback to support students in making decisions about their option choices.</p> <p>Careers lesson (GB3)</p> <p>How do we find jobs? Where do we find jobs?</p>	<p>Careers week activities (GB2, GB3)</p> <p>Careers week will support students in addressing disability stereotypes (GB3) and support discussions around their impact in the work place.</p> <p>Employer Encounters (GB5)</p> <p>Students will be visited by a range of local and national employers who will discuss different careers pathways related to with them.</p>
Y8 Middle Peak	<p>Linking curriculum (GB4)</p> <p>Art: Careers in photography (portraiture topic)</p> <p>Computing: Careers in cyber security (e-safety topic)</p> <p>English: Careers in journalism and the media (19th Centuring Voices)</p> <p>French: Careers at Nestlé, careers at Bonne Maman</p> <p>Geography: Careers in volcanology (volcanoes topic)</p> <p>History: Careers in the civil service (empire and slavery topic)</p> <p>Music: Careers in songwriting (Modern classics)</p> <p>Maths: Careers in banking (Unit 1: simple interest) and medicine (Unit 2: statistical diagrams)</p> <p>Religious Education: Careers in art (Christianity)</p> <p>Science: Careers in medicine / nursing (body topic) and mechanical engineering (chemical reactions topic)</p>	<p>Linking curriculum (GB4)</p> <p>Art: Careers in biology and zoology (birds and insects topic)</p> <p>Computing: Careers in games design (hardware and software topic)</p> <p>English: Careers in TV and film (Romeo and Juliet)</p> <p>French: Careers at Cartier</p> <p>Geography: Careers in international aid (development topic)</p> <p>History: Careers in urban planning (industrial revolution topic)</p> <p>Maths: Careers in ecology (Unit 3: index laws), cryptoanalysis (Unit 4: forming and solving) and in fashion design (Unit 5: area)</p> <p>Music: Careers in music technology (Classic hip hop and modern pop)</p> <p>Religious Education: Careers in research (Philosophy)</p> <p>Science: Careers in pharmacology (health and disease topic) and chemical engineering (chemical reactions topic)</p>	<p>Linking curriculum (GB4)</p> <p>Art: Careers in architecture (urban landscaping topic)</p> <p>Computing: Careers in programming (programming topic)</p> <p>English: Careers in journalism and the media (Animal Farm)</p> <p>French: Careers at Lacoste, careers at Decathlon</p> <p>Geography: Careers in glaciology (glaciation topic)</p> <p>History: Careers in the armed forces and medicine (World War One topic)</p> <p>Maths: Careers in space travel (Unit 6: speed, distance, time) and architecture (Unit 7: plans and elevations)</p> <p>Music: Careers in sound production (Jazz and funk)</p> <p>Religious Education: Careers in ethical and social justice (ethics)</p> <p>Science: Careers in horticulture (plants topic) and environmental science (environmental chemistry topic)</p>



	Cycle 1	Cycle 2	Cycle 3
Y9 Upper Peak	<p>University of York expedition (GB7) Students will encounter a third contrasting higher education institute in order to support them in making informed choices about their future.</p> <p>Careers lesson (GB7) Apprenticeships – What are they, where can we find them, where do they lead?</p>	<p>National Apprenticeship week Students will learn about higher level apprenticeships in DEAR and then they will be given the opportunity to attend talks on apprenticeships and find out what they can offer.</p> <p>Careers lesson (GB3) What is a CV? How do we write one? What is it used for?</p>	<p>Careers week activities (GB2, GB3, GB5, GB7) Careers week will support students in addressing racial stereotypes (GB3) and support discussions around their impact in the work place.</p> <p>Employer Encounters (GB5) Students will be visited by a range of local and national employers who will discuss different careers pathways related to with them.</p>
	<p>Linking curriculum (GB4) Art: Careers in 3D art (food observational studies topic) Computing: Careers in cyber security (computer systems analysis) French: Careers at YSL, careers at Citroen English: Careers in PR (The Gothic) Geography: Careers in sustainability (UK resources topic) History: Careers in public relations (life in Nazi Germany topic) Maths: Careers in architecture (Unit 1: plans and elevations), land surveyance (Unit 2: scales) and computer game design (Unit 3: sequences) Music: Careers in performing (The Development of Pop Music) PE: Careers in physiotherapy (muscular system and movement analysis topic) Religious Education: Careers in community development (Christian beliefs) Science: Careers in microbiology (cell biology topic)</p>	<p>Linking curriculum (GB4) Computing: Careers in graphic design (graphic design topic) English: Careers in Law (Purple Hibiscus) French: Careers at Louis Vuitton Geography: Careers in paleaontology (natural hazards topic) History: Careers in the police service (life in Nazi Germany topic) Maths: Careers in network coverage (Unit 4: loci) and meteorology (Unit 5: construct and solve equations) Music: Careers in composing for television and film (composing for film topic) PE: Careers in cardiology (cardiovascular system unit) Religious Education: Careers in public relations (Islamic beliefs) Science: Careers in the energy industry (energy topic)</p>	<p>Linking curriculum (GB4) Art: Careers in animation (national forms topic) Computing: Careers in engineering (algorithms and programming topic) English: Careers in teaching and teaching English as a second language (Poetry and Identity) French: Training at Le Cordon Bleu Geography: Careers in architecture (economic change topic) History: Careers in historical conservation (migration to Britain topic) Music: Careers in arranging (songwriting topic) PE: Careers in personal training (fitness unit) RE: Careers in the clergy (Christian practices) Science: Careers in epidemiology (disease topic) Maths: Careers in surveyance and cartography (Unit 6: Pythagoras) and medicine (Unit 7: probability)</p>
Y10 Upper Peak	<p>Careers lesson (GB7) Sixth Forms – what are they, what can we study there, where do they lead?</p> <p>Post-16 Encounters (GB7) A range of post-16 providers will speak to students about ‘a day in the life of’ at their establishment to encourage students to think about the next steps in their educational journey.</p>	<p>Careers Interviews (GB8) Students will receive impartial careers guidance from a trained careers guidance councillor.</p> <p>Careers lesson (GB3) How do we prepare for an interview? What may I be asked? How should I act and behave?</p>	<p>Employer Encounters (GB5) Students will be visited by a range of local and national employers who will discuss different careers pathways related to with them.</p> <p>Careers week activities (GB2, GB3) Careers week will support students in deciding what post 16 provider would be the most suitable for them and their future. (GB3)</p>



	Cycle 1	Cycle 2	Cycle 3
Y10 Upper Peak	<p>Linking curriculum (GB4)</p> <p>Art: Careers in digital art (natural forms topic)</p> <p>Computing: Careers in website design (web design topic)</p> <p>English: Careers in politics (An Inspector Calls)</p> <p>French: Careers at Airbus, careers at Renault</p> <p>Geography: Careers in zoology (tropical rainforests topic)</p> <p>History: Careers in law (migration to Britain topic)</p> <p>Maths: Careers in network coverage (Unit 1: loci) and meteorology (Unit 2: construct and solve equations)</p> <p>Music: Careers in musicology (classical music topic)</p> <p>PE: Careers in sports coaching (skill acquisition topic)</p> <p>Religious Education: Careers in police (Christian practices)</p> <p>Science: Careers in electric engineering (electricity topic)</p>	<p>Linking curriculum (GB4)</p> <p>Art: Careers in graphic design (portraiture topic)</p> <p>Computing: Careers in app development (computer programming topic)</p> <p>French: Careers in energy (EDF and Engie)</p> <p>Geography: Careers in disaster coordination (tropical storms topic)</p> <p>History: Careers in the National Trust (site study)</p> <p>Maths: Careers in surveyance and cartography (Unit 3: Pythagoras) and medicine (Unit 4: probability)</p> <p>Muisc: Careers in musical theatre (film and theatre music topic)</p> <p>PE: Careers in sports development (factors affecting participation topic)</p> <p>Religious Education: Careers in medicine (religion and life)</p> <p>Science: Careers in civil engineering (forces topic)</p>	<p>Linking curriculum (GB4)</p> <p>Art: Careers in sculpting (portraiture topic)</p> <p>Computing: Careers in network administration (computer systems topic)</p> <p>Englsh: Careers in publishing (Power and Conflict Poetry)</p> <p>French: Careers in the charity sector (Les Verts, Médecins Sans Frontières)</p> <p>Geography: Careers in nuclear engineering (energy topic)</p> <p>History: Careers in journalism (Elizabethan England topic)</p> <p>Music: Careers in sound production (rock music topic)</p> <p>PE: Careers in drug testing (ethics in sport topic)</p> <p>Religious Education: Careers in law (crime and punishment)</p> <p>Science: Careers in analytical chemistry (chemical analysis)</p> <p>Maths: Careers in scientific research (Unit 5: complex graphs) and graphic design (Unit 6: 3D shapes)</p>
Y11 Upper Peak	<p>Mock results, options and advice (GB3, GB8)</p> <p>Students will receive their mock results followed by an impartial guidance meeting with an external careers leader to discuss what the results mean to them, where their next steps are and their options for further study.</p> <p>Application support for academic and vocational routes (GB3, GB8)</p> <p>Students will work with advisors and senior leaders to create applications for a number of providers in order for them to be able to make informed choices about their future.</p>	<p>Parents' Evening Workshop (GB2)</p> <p>Students will engage with external providers to help make decisions about their next study options, this supports parents and students in developing understanding. Local providers will provide up to date local labour market information.</p> <p>Post-16 Taster Session (GB2, GB3)</p> <p>Students will experience a range of taster sessions as local post-16 education providers to support them in making informed choices.</p>	<p>Transition Support (GB2)</p> <p>Tailored sessions for students who may have trepidation about leaving the academy to go to college. External providers will deliver sessions on how they will be supported at college.</p>
	<p>Linking curriculum (GB4)</p> <p>Art: Careers in marketing and advertising (portraiture topic)</p> <p>Computing: Careers in business intelligence (computer systems topic)</p> <p>French: Careers at Google, careers at EY Law</p> <p>Music: Careers in ethnomusicology (performance plans and fusions topic)</p> <p>Religious Education: Careers in uniformed public services (peace and conflict)</p> <p>Science: Careers in manufacturing engineering (resources topic)</p>		



The Gatsby Benchmarks – Key

The careers provision of Dixons Trinity Chapeltown has been closely mapped to the eight Gatsby Benchmarks in order to ensure all students, on leaving education, can meet the demands of the fast-changing world of work.

- GB1: A stable careers programme
- GB2: Learning from career and labour market information
- GB3: Addressing the needs of each pupil
- GB4: Linking curriculum learning to careers
- GB5: Encounters with employers and employees
- GB6: Experiences of workplaces
- GB7: Encounters with further and higher education
- GB8: Personal guidance

