



PRAXIS

Thomas Gainsborough School

ISSUE 6
2023



RESPECT RESILIENCE HONESTY POSITIVITY HAPPINESS CONFIDENCE

THOMAS GAINSBOROUGH SCHOOL



Introduction

At Thomas Gainsborough School we are very proud to offer a broad and balanced curriculum. An integral part of this offer is our commitment to student's personal development, which takes a variety of forms. Our leadership team is deliberately divided into two teams to support both the curriculum and personal development, a model which many schools are now adopting.

This edition of Praxis is to celebrate the many things we do at TGS and to draw your attention to additional information which you might not have been aware of before. PSHE, RSHE and Careers are such a vital part of a student's education and have many statutory requirements which have changed frequently over the past few years. We would be grateful if you could take some time to familiarise yourself with this content and hope that it might be of some use to you.



Miss Jo Hilson
Assistant Headteacher

Contents

- What is PSHE & why is it important?
- How is PSHE delivered at TGS
- Statutory Guidance
- Protected Characteristics
- SMSC
- Careers - Why?
- Gatsby & Baker
- Careers Work experience
- Careers Apprenticeship & T levels
- Additional Sources of Information



What is PSHE & why is it important?

PSHE stands for Personal, Social, Health & Economic. This encompasses student's personal development from their qualities and values to their mental and physical health, from forming relationships to their economic wellbeing & career.

PSHE is generally split into 3 sections: Relationships and Sex Education (RSE), Health Education & Careers

The DfE calls PSHE education 'an important and necessary part of all pupils' education'. Evidence reviews have found that PSHE supports academic attainment by removing barriers to learning.

Today's young people are growing up in an increasingly complex world, surrounded by uncertainty. Whilst this presents many positive and exciting opportunities, it also brings many challenges and risks (both on and offline). In this world, young people need to know how to be safe and healthy. We need to give them a sense of control and tools so that they can manage their own lives. We want young people to feel safe (including psychological safety), reduce their risky behaviours and increase their knowledge on how to seek help and support - as we know that everyone experiences difficult situations at some point in their lives. We want young people to embrace challenges and go on to have a successful adult life, in order to do this they need to be able to make informed decisions.

These areas support the personal development of all young people, linking to our school values of Happiness, Honesty, Resilience, Respect, Confidence and Positivity.

From our website:

"Our school motto is 'Excellence: for each, for all' and this encapsulates our values and ethos. It is a school where every single individual matters. We strive to personalise a young person's education, putting them at the centre of their own learning, to ensure that each student achieves his or her full potential enjoying an education that focuses on their own individual skills, strengths and aptitudes. Each student has a voice here – it is their school and their education. Yet each student is also part of a community, locally, nationally and globally. We want our students to become outstanding citizens and contribute greatly to the society in which they live."

QUOTE !

"There is too much bad news
to justify complacency.
There is too much good news
to justify despair"

DONELLA MEADOWS

Why is PSHE important?

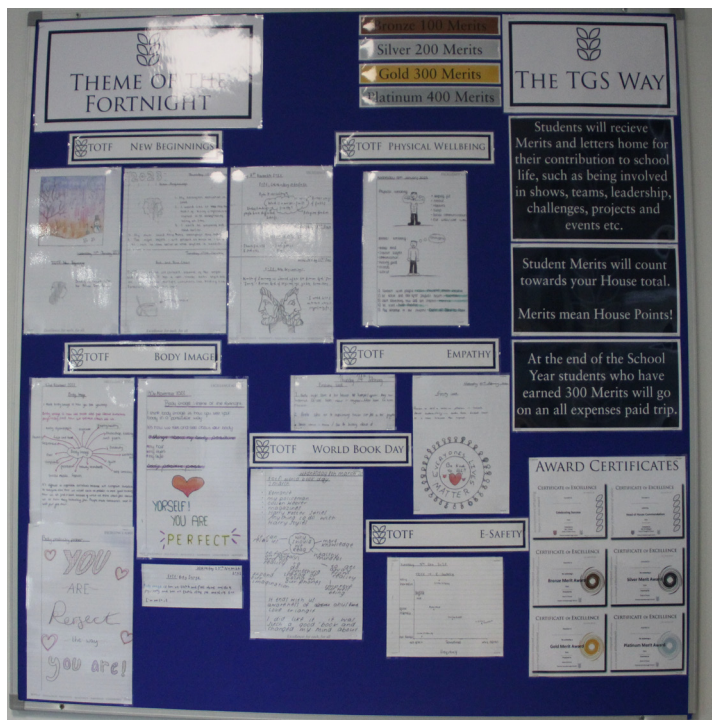
What the students say...

- *It helps you learn about your body.*
- *Makes you think about what's right and wrong.*
- *You learn about things you didn't know before.*
- *It's a lesson in which we can speak and consider how we feel.*
- *It can help you make the right choices in your future.*
- *PSHE is a subject you learn about the wider world, people you socialise with and yourself.*
- *Not everyone's parents tell their kids about this stuff as they think it's awkward or we are not old enough. But actually by making us aware of it, we are less likely to be impacted by it.*
- *This is a safe room we can talk in.*
- *It lets us be heard and know where to go if we are in trouble.*
- *Gives us an idea of what to expect in the future.*
- *To prepare you for what you may come across later on in life.*
- *It makes you aware of the different people and environment around you.*
- *It may prevent bad things from happening to me.*
- *It makes you aware of dangers you may not know about.*
- *It's a place where you can talk about what's happening.*
- *It's more discussion and considering opinions which makes me consider how I feel.*
- *No one judges what I say.*
- *We learn where to get help.*
- *It gives you a chance to express what you are thinking about certain subjects and ask questions I wouldn't at home.*

How is PSHE / RSE Delivered at TGS?

Every teacher is a teacher of PSHE / RSE

- Year 7 & 8 have fortnightly timetabled PSHE/RSE lessons (also in Year 9 from September 2023)
- Tutor sessions of Theme of the Fortnight (Key PSHE themes)
- Tutor sessions of Cultural Capital (Key PSHE themes)
- Assemblies
- Enrichment Day sessions
- Competitions
- Student Voice
- Student Nurse drop in sessions and support
- Learning Mentors
- Careers team
- Information sent home to parents (Eg online safety leaflets)
- Links to subject content (Eg Geography - natural disasters links to bereavement, loss, communities & resilience)
- BOB Programme (6th form)
- Through our house system and values



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Delivering PSHE / RSE - Hints & Tips

How TGS staff establish a safe learning environment

- Set class ground rules
- Use PSHE seating plans for KS3
- Opportunities for small group discussions not just whole class
- Opportunities for anonymous questions
- Provide balanced information from different points of view
- Be sensitive to students' needs & experiences
- Signpost students to sources of support and more information

Implementing ground rules

- Openness & honesty but do not discuss others' personal experiences using names
- Keep the conversation in the room
- Non-judgemental approach - but it is ok to disagree
- Right to pass
- Make no assumptions
- Use appropriate language
- Ask questions
- Seek help & advice

Find students' starting points

- Mind map
- Confidence lines
- Opening question or statement
- Quiz

Use distancing techniques

- Stories
- Scenarios
- Case studies
- Fictional characters
- De-personalised questions (Eg why is this happening to 'them?')



Statutory Guidance

PSHE is a non-statutory subject. However, from 2020 the following subjects have become compulsory in schools. Relationship education in primary schools

- Relationship & Sex education in secondary schools
- Health education in state funded primary & secondary schools

Schools must publish policies for these subjects online and make them available. Some parts of sex education form part of the national curriculum for Science, however, parents can withdraw their children from all other parts of the sex education lessons if they want.

Relationship & Sex Education

“The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.”

Primary Statutory Guidance RSE:



Scan Me

Secondary Statutory Guidance RSE:



Scan Me

Health Education

“It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively”

Primary Health & Wellbeing Statutory Guidance:



Scan Me

Secondary Health & Wellbeing Statutory Guidance:



Scan Me

Is any of this covered
in your subject area?

QUESTION ?

Protected Characteristics

The characteristics that are protected by the Equality Act 2010 are:

- age
- disability
- gender reassignment
- marriage or civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

It is against the law to discriminate against someone because of any of these characteristics.

Students are not expected to be able to name these nine characteristics, but they need to know of their existence. All young people should gain an understanding of the world they are growing up in and learn how to live alongside, and show respect for, a diverse range of people.

DID
YOU
KNOW?

Ofsted may ask staff how they promote these characteristics within their teaching and their subjects.

Equality Act 2010

Protected Characteristics

It is against the law to discriminate against someone because of their:



AGE



DISABILITY



SEX



MARRIAGE AND
CIVIL PARTNERSHIP



RACE



PREGNANCY
AND MATERNITY



SEXUAL
ORIENTATION



RELIGION OR
BELIEF



GENDER
REASSIGNMENT



Safe Schools Alliance UK
Putting Safeguarding First



SMSC Development

DfE: “maintained schools should promote pupils’ spiritual, moral, social and cultural (SMSC) development”

“Through ensuring pupils’ SMSC development, schools can also demonstrate they are actively promoting fundamental British values.”

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Through PSHE Education and SMSC schools promote and teach students the Fundamental British Values:

- Democracy - an understanding of how citizens can influence decision-making through the democratic process
- Rule of Law - an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- Individual Liberty - an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- Respect & Tolerance - an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour and an understanding of the importance of identifying and combating discrimination

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SOCIAL DEVELOPMENT

WE ALWAYS COOPERATE
AND RESOLVE CONFLICTS
PEACEFULLY.



MORAL DEVELOPMENT

WE RECOGNISE THE
DIFFERENCE BETWEEN
RIGHT AND WRONG.



SPIRITUAL DEVELOPMENT

WE HAVE RESPECT
FOR OTHERS AND
THEIR FEELINGS.



CULTURAL DEVELOPMENT

WE ACCEPT,
RESPECT AND
CELEBRATE DIVERSITY.

Careers

“High quality careers education and guidance in school or college is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding.”

Evidence has shown that a strong careers programme:

- Supports students to acquire self development & career management skills
- Helps students choose their pathways
- Improves life opportunities & allows students to contribute to a productive & successful economy
- Provides employers with the highly skilled people they need

Schools and colleges must act impartially, in line with their statutory duty or contractual requirement, and not show bias towards any route, be that academic or technical. Schools and colleges should always focus on the student and what is best for them. Although our universities are world-class, it is not the only choice: in many cases, a college course or apprenticeship can offer better outcomes.

We have a very strong, progressive Careers programme at TGS. Our recent Careers Mark review made the following comments:

- Students seen by the assessor at TGS were able to show that they were gaining the skills, knowledge and attitudes to be effective career planners.
- The students regarded the opportunities provided by the school highly and believed they had benefited from them
- Students showed a good level of self-awareness, “I am resilient – I don’t give up easily and keep trying” (Year 8);
- There were many examples throughout the assessment of learners demonstrating career exploration with a good range of activities to support careers programme. The assessor noted that regardless of their aspirations they were confident about their decisions and choices.

As always the report gave us some recommendations to improve our provision further:

- Improve links to careers in the curriculum and ensure consistency
- Key stage 4 and 5 learners need to be better informed about local, national and global labour market opportunities and T Levels. To also include supporting teaching staff with access to good quality LMI and an understanding of how this supports career decisions.

QUESTIONS?

Do you regularly talk about careers in your curriculum areas?

Do you inform students of transferable skills?

Do students know where your subject can take them?

Gatsby & Baker

Sir John Holman, a former Headteacher and founder of the National STEM Learning Centre, was asked by the Gatsby Charitable Foundation to undertake an independent, international review of career guidance in 2013.

As part of this project he visited six countries, analysed good practice in English schools and reviewed existing literature. From all of this, Sir John wrote the 'Good Career Guidance' report in which he identifies what 'good' looks like and outlines a framework of eight benchmarks that secondary schools and colleges can use to improve their career guidance programme.

You can view what Benchmarks we have achieved on our Careers website:

<https://tgschool.net/careers>

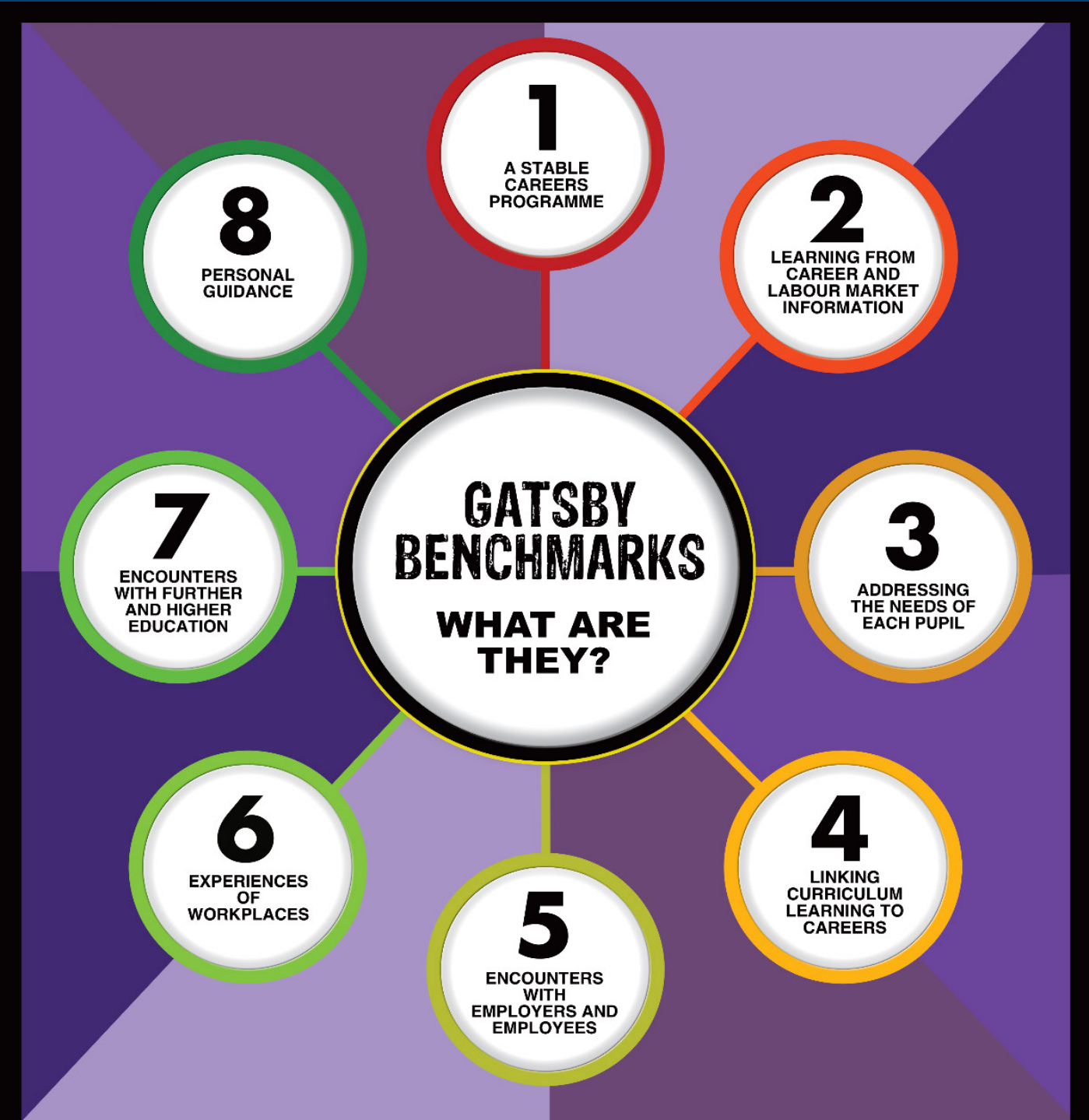
The provider access legislation (occasionally referred to as the 'Baker Clause') requires all schools and academies to provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships.

Through the Skills and Post-16 Act 2022, the government has strengthened this legislation by introducing a minimum number of six provider encounters that every school must provide and, for the first time, introduces parameters around the duration and content of these encounters so that we can ensure they are of high quality:

- to include a minimum of 'at least two occasions during KS3,
- to include a minimum of 'at least two occasions during KS4
- to offer opportunities for these encounters during KS5

During their encounters, students should be informed of:

- information about the provider and the approved technical education qualifications or apprenticeships that the provider offers;
 - information about the careers to which those technical education qualifications or apprenticeships might lead;
 - a description of what learning or training with the provider is like;
- and
- responses to questions from the pupils about the provider or technical education qualifications and apprenticeships.



**GATSBY
BENCHMARKS
WHAT ARE
THEY?**

1
A STABLE
CAREERS
PROGRAMME

2
LEARNING FROM
CAREER AND
LABOUR MARKET
INFORMATION

3
ADDRESSING
THE NEEDS OF
EACH PUPIL

4
LINKING
CURRICULUM
LEARNING TO
CAREERS

5
ENCOUNTERS
WITH
EMPLOYERS AND
EMPLOYEES

6
EXPERIENCES
OF
WORKPLACES

7
ENCOUNTERS
WITH FURTHER
AND HIGHER
EDUCATION

8
PERSONAL
GUIDANCE

1	2	3	4	5	6	7	8
Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers	Every pupil, and their parents, 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	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths	Every pupil 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.	Every pupil 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.	All pupils 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.	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs

Work Experience by Karen Perkins



Procedure for organising work experience.

Year 10 students are entitled to 10 days work experience in 2 five-day blocks. This can happen anytime throughout the academic year, if the students do not have any exams that they need to complete during the chosen week, and their attendance is 95% or more. Please note work experience is not obligatory and many students do not wish to go on a placement, it is entirely up to them.

Work experience may be defined as a placement on an employers' premises, in which a student carries out a range of tasks or duties, just as an employee would do, but with an emphasis on the learning aspects of the experience.

Due to Covid there are now lots of opportunities that are offered virtually by platforms which the student must apply for online. If accepted, they are given a date for the placement and attend a virtual work experience. This is very helpful if a student wants a placement that is difficult to find, such as Law, nursing, dentistry, midwifery etc where it is not always possible for the employer to offer Year 10 students a placement.

The process starts by students requesting work experience from Miss Perkins, who is our Work Experience Coordinator. She will log the request and start the process of contacting employers to find a suitable placement.

Once a placement has been secured Miss Perkins will contact the student and ask them to collect all necessary paperwork. This consists of a work experience agreement form and a teacher permission form. These need to be signed by the students, parent/carer and the employer, who must also have the correct Employer and Public Liability insurance, to be covered by their own insurance policy. The teacher permission form needs to be signed by every teacher whose lesson the student will be missing. In the comments section the teacher will include any work that needs to be completed whilst the student is on work experience. Both forms need to be handed in to Miss Perkins 30 days prior to the work experience taking place.

Students collect a Logbook from careers the week before they attend work experience. Miss Perkins will visit at the placement and get feedback from the employer and student as to how the week went.

We do try our best to get a suitable placement for students, however, a request for a surgeon, doctor, lawyer is almost impossible! Some placements will be limited to the number of tasks students can carry out, for example, a placement at a hair salon will not allow students to cut and style clients hair! They will, however, be able to help the stylist whilst they are dealing with clients, man reception, make refreshments for clients and staff, clean the salon etc. So will get a taste of what a job in hair and beauty entails.

Students often find their own placement through family/friends who may own a business. This is perfectly acceptable but once again forms still need to be completed and dates agreed.

Why go on work experience?

Work experience gives students a taste of what the world of work is like. You learn new employability skills whilst in the workplace such as confidence, working as part of a team, taking initiative, punctuality, social skills and many more skills.

It also enforces the importance of an up-to-date CV and covering letter (something that is completed by every Yr 10 student whilst at TGS), often requested by the employer offering work experience.

Students feedback on their experience.

Residential Army work experience.

“The work experience was very worthwhile, and it provided me with a base to build on regarding my ambition to joining the armed forces. If someone is willing to work hard and is motivated to join the forces, this placement gives a good introduction. It has enforced my decision to join the Army as an officer through Sandhurst after 6th form”

Wells Hall Primary School

“I feel very happy having completed my work experience. The placement has taught me what a usual working week is like and helped my decision in the career pathway I want to take, which is working with children. The staff I have worked with have been very helpful and kind, making me feel very welcome. I have learnt how to communicate with other staff members and more importantly the children. I have seen the “ups” and “downs” of what teaching involves, as well as what the school does for the wider community. I have found a new sense of confidence in myself”.

Ardmore Vets

“During my time at Ardmore vets, I learnt how to respect others and work well in a team. I made sure I was always on time and loved working with the animals and observing the surgeries. It has made me decide that I do want to be a veterinary nurse”.

The Bridge Project

“I have really enjoyed this week and I have loved working with the staff and students. I now understand more about risk assessments and other responsibilities within a job in the care sector. I have learnt different ways of communicating with the non-verbal students and have found it extremely interesting to learn about the different disabilities and needs the students have. I feel much more confident and prepared for the workplace”

City of London Police

“I was very lucky to get this placement. I took part in road checks and witnessed a member of the public being arrested. I felt prepared for this experience as I had spoken to the employer beforehand. Everyone was very helpful and friendly and I have decided to pursue a career within the police force.”

Success stories

Leo Cook: Work experience at TMJ Interiors. He impressed the employers so much he was offered an apprenticeship with the company, which he accepted.

Matthew Chambers: Work experience with London Transport. Now works as manager of the London Underground.

Harry Freeman: Work experience at The Bridge Project. He now works as work experience manager for The Bridge Project.

Jeffy Sam: Work experience during Summer 2022. Now applying to Law firms as an apprentice.

Lauren Rogers: Work experience at Melford Court Care Home: Now works for the Stowe Healthcare Group.

How much do you know about Apprenticeship, Traineeships and T-Levels?

By Katy Osborne



To ensure every student at our school makes informed decisions about their future study, it is essential all members of staff they come into contact with, i.e tutors, learning mentors, subject teachers, Heads of House, etc, understand these options, especially if you believe that student is a hands on, practical learner who would benefit from this style of learning.

The careers team can talk about these options during 1:1s, assemblies and write content to be delivered on enrichment days; however, unless this is reinforced by knowledgeable staff throughout the school year, it will have limited impact.

Apprenticeships are on the up, with 349,190 starting this year (up 8.6% from last year) with Higher Apprenticeships counting for one third of that figure. It is understandable, given the current economic climate, that students are choosing the apprenticeship options over traditional further and higher education choices.

So what is an Apprenticeship?

For some the word “apprenticeship” will conjure up an image of a low skilled, low paid position in the building trade or hospitality or for students who are not academic enough for further or higher education. This is no longer the case, there are now over 1,500 job roles in 170 different industries and are open to students of any age from 16 upwards. From firefighters to lawyers, engineers to paramedics it is surprising, once you start looking, how many exciting options there are out there if a student opts for this route into their chosen profession and even some that allow you to rotate around larger companies to find your place within it.

Whether it’s a student who is desperate to leave school at 16 and get hands-on practical work experience, whilst learning their profession, a 6th form graduate wanting their degree paid for whilst earning a respectable starting salary and gaining invaluable work experience, to someone in their 40s or 50s looking for a career change, there really is something for everyone.

Typically apprentices will work 3-4 days for the company, whilst earning a wage followed by a day or more at a college or university. See below for details on the different levels and equivalent qualifications:



Depending on the job it is sometimes necessary to work through the levels starting at Level 2 if you have no relevant experience or qualifications, so we do encourage students to keep an open mind and not exclude lower levels if it will benefit them in the long term.

Every year we are seeing an increase in the number of our Sixth Form students applying and being accepted onto degree level apprenticeships with local and national companies such as VMWare (Technology), PWC (Consultancy) , Scrutton & Bland (Accounting) Ensors (Accounting) Seven Resourcing (Recruitment) and Essex Police.

It is important for the students to appreciate this is not an easy option as they often need to apply to around 10-20 different positions with the interview process (likely to now be online), which can take several months and their application needs to be tailored to each company they apply to. Help and support with applications and CV checks are available from careers staff and any student applying is encouraged to have mock interview practice as part of our enrichment programme or ad-hoc with experienced external tutors.

The student also needs to consider whether they are prepared for combining work and study which can be a steep learning curve when transitioning from a typical 6 hour school day.

The degree Level 6 apprentices are awarded the same as a full time degree qualification; it just takes a bit longer to complete as you have less time to attend your lectures and study. The advantage of studying your degree in this way is that you can apply your learning directly to the workplace which can often end up being a more meaningful experience and lead to greater understanding.

If you have a student who is not quite ready to start a Level 2 Apprenticeship they can look for a traineeship which is a short term course from 6 weeks - 1 year which can give them the skills and confidence to proceed onto that Apprenticeship.

Currently there is no single platform to find apprenticeships so students would need to look on several different platforms and individual companies - Careers has a list of this to support any students who needs help.

T-Levels are 2-year courses which are taken after GCSEs at colleges such as West Suffolk College, Suffolk New College and Colchester Institute and are broadly equivalent in size to 3 A Levels. Launched in September 2020 they give students a mix of classroom and hands-on practical experience of the job in a 80% (classroom) 20% (workplace) split.

The in-depth work experience element makes up a minimum of 45 days and is arranged by the college. This not only gives the student invaluable experience but also allows the employers to spot talent and potential early. A student would typically spend 3 days in college and two either studying at home or in their industry placement. The T-Levels available currently in our area are -

- Building and Construction
- Digital Technologies
- Early Years Education and Childcare
- Science - Level 3 in Laboratory Science
- Health and Social Sciences - Level 3 Healthcare Science or Therapeutic Pathways

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Additional sources of information

PSHE:

National College Videos:

- Effectively Implementing the New DfE RSHE Curriculum and a Safe Space in Secondary Schools
- Mental Health & RSHE: A More Collaborative Approach
- Secondary PSHE: Age-Appropriate Discussion of Gender Identification & Self-Awareness
- Understanding the Impact of Sexualised Images & How to Safeguard Pupils
- Post 16 RSHE: How to Teach the Principles of Healthy Relationships & Consent
- Secondary PSHE: Adapting Provision for Pupils with SEND
- A Webinar for TAs: Strategies to Support PSHE Lessons with Confidence, Secondary
- Transgender Pupils: Supporting Needs & Protecting Rights

PSHE Association:

<https://pshe-association.org.uk/guidance/ks1-5/teaching-pshe-education>

Full Government Guidance:

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

Government Training PowerPoints:

https://drive.google.com/drive/u/0/folders/1iSiW3yuGjjB7ELUYk_HEykSACPOeJ0Ip

Careers:

- Using the Gatsby Benchmarks to Meet your Careers Guidance Statutory Duties
- Careers Education: Meeting the Gatsby Benchmarks & Implementing Statutory Guidance, Secondary.
- Empowering Girls to Succeed in STEM Subjects & Careers, Secondary
- Aligning Study Programmes to Careers Pathways, Post 16

The School's Career page with lots of additional information, including a link to the Careers Weekly newsletter which is shared with all staff <https://tgschool.net/careers>

Careers Google Folder full of resources:

<https://drive.google.com/drive/u/0/folders/0AEOTetpezVz5Uk9PVA>

Gatsby Organisation:

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Full Government Guidance:

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Baker Clause Briefing Notes:

<https://www.aelp.org.uk/media/2615/bp-58-version-2.pdf>

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