

2022

# Careers Policy and Strategy





## Review Framework

The policy should be reviewed **every two years** (or sooner in the event of revised legislation or guidance)

	Date
This policy was created in:	March 2018
Revised and released in:	October 2019
Ratified by the Local Governing Body on:	13 November 2019
This issue reviewed and revised	December 2022
Ratified by the Local Governing Body on:	

**Revisions and additions are highlighted for ease of reference**

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### Appendix 1: Gatsby Benchmarks



## 1. Our Vision

Our aim as a school is to provide an inclusive, effective and stable careers strategy which raises our students' aspirations throughout the entirety of their school career. This is important in order to ensure that students are able to be adaptable, dynamic, innovative, flexible, resilient, self-initiating and collaborative to accommodate and thrive in workplaces, or to create work for themselves. To achieve this we strive to address the needs of each student by providing them with enriching career and educational related experiences and guidance, to ensure they are fully equipped with the knowledge they are entitled to, to enable them to make informed decisions about important life and school choices.

## 2. Our Commitment

We are committed to meeting national and local expectations in relation to careers and work by:

1. Securing independent and impartial careers guidance for students 11-16, that includes information on the range of education and training options, including apprenticeships and vocational pathways.
2. Decreasing the number of students not staying in education or training or entering employment for at least 2 terms after year 11. **Current NEET figures are 5% (for students who finished year 11 in 2022). The national and local authority average is 6%.** Young people who have 4 or more meaningful encounters with employers/employees are 86% less like to become NEET.
3. Meeting all 8 Gatsby Benchmarks (see appendix 1). This will be measured using the Compass Tool.
4. Ensuring equality, diversity and inclusion is mainstreamed through careers provision, breaking down gender stereotypes and raising aspirations for all students.
5. Recognising the importance of providing young people with real-life contacts and experiences from the world of work.
6. Working closely with Connexions, our Enterprise Advisor and other providers to assist with Raising Aspirations.
7. Updating the school website with latest information to support both parents and students

## 3. Management and review

The Assistant Headteacher responsible for Raising Aspirations/Careers will oversee the strategic vision, working closely with the Careers Leader to ensure delivery of the strategy. In turn working closely with Heads of Subject and pastoral leaders, parents and external providers to ensure the above objectives are met.

The review of the strategy and policy will be conducted annually with the AHT and the Careers Leader.

## 4. Implementation

The implementation will be achieved through a team approach, according to the activity and year group (see detail against each activity). All staff have a responsibility to involve careers within their teaching, to work towards raising the aspirations of students. They have received training in the form of CPD linked to careers in the curriculum. The Careers Advisor will work closely with external providers such as Colleges and Training Providers. Delivery will be via workshops, whole class discussions, the PSHE program, and external and internal events such as the 'Raising Aspirations' Evening.

Where possible, learning will be assessed and accredited. Impact of the learning will be measured via pre and post evaluations. The funding for activities will be via school funds such as Pupil Premium, 'Make Happen' (Year 10 and 11) and additional funding as required, e.g., from providers such as Universities [which might fund coaches etc.]

## 5. Student Entitlement

### Year 7- An Introduction to Careers

- Students will attend workshops/assemblies designed to help them discover the different industries of work with particular emphasis on STEM careers (Science, Technology, Engineering and Maths).
- The Year 7 PSHE program will encourage students to understand personal development, the world of work and how to plan for the future through a series of tasks that students will complete.
- Students will have the opportunity to meet local employers and will take part in activities that use **Local Labour** Market information to keep our students informed of the Industries/opportunities available to them in the area that they live.

### Year 8 – Career Discovery

- The Year 8 PSHE Program will look at helping students to identify their personal skills and interests, to further explore the work of work, identify their personal skills and budget their money.
- Some students will receive mentoring from a local employer in order to help them to understand the world of work and raise student aspirations.
- Students will attend workshops designed to help them discover different industries of work with particular emphasis on STEM subjects.

### Year 9 – Choosing the right options for me

- Students will have the opportunity to meet our Careers Advisor to discuss their career aspirations and help them to decide on the right subject options to take to support their goals.
- Parents and Students will get the opportunity to attend the School Careers Fair to give them the opportunity to explore a range of different job roles with emphasis on local businesses and speak with local college/sixth forms/universities.
- The year 9 PSHE Program will focus on skills and behaviours in the workplace and what pathways are available to them in the future.
- Students will have an Options Evening designed to give students and parents the opportunity to meet with teachers to discuss which GCSE subjects are right for them
- Subject teachers will give students the opportunity to visit workplaces, exploring the types of careers available in that subject and a variety of job sectors.

### Year 10 – Post-16 and Beyond

- Students will take a closer look at Post-16 options during their PSHE programme in tutor time, alongside exploring skills and behaviours in the workplace.
- **Students will receive support in writing a CV, job applications and interviews through a series of workshops designed to equip them with the skills they will need for the future.**
- Parents and Students will get the opportunity to attend the School Careers Fair to give them the opportunity to explore a range of different job roles with emphasis on local businesses and speak with local college/sixth forms/universities
- Some students will visit Colleges and attend Taster days which gives them the opportunity to experience ‘a day in the life of a college student’.
- Some students will visit a university campus in order for them to get an understanding of what it would be like to go to university and meet students who currently attend.
- Students will get the opportunity to have an experience of the workplace through a variety of organised visits with local and national employers
- **Students will receive independent careers advice from our Careers Advisor to help them to understand their options when they leave school including, apprenticeships/BTEC/A-levels/T-level routes.**

### Year 11 – Planning for the Future

- All year 11 students will have a 1-2-1 meeting **with our Careers Advisor** to discuss their options when they leave school and begin the application process for their chosen pathway.



- Students will get the opportunity to attend the School Careers Fair to give them the opportunity to explore a range of different job roles with emphasis on local businesses and speak with local college/sixth forms/universities.
- Further and Higher Education talks/assemblies will take place throughout the year, aimed at supporting students in their decision making for their post-16 and post-18 options
- Career Advisor will be present at the parents evening, to help students and parents with any questions or support that is needed.
- The Year 11 PSHE Program will focus on completing an Action plan for the year, exploring their future options and employability skills.

## 6. SEND Students

Students who are identified as SEND will receive additional 1-2-1 support both with the in-school Careers Advisor.

## 7. Staff Development

Staff training needs are identified in conjunction with the AHT for training, and with a continual awareness of local and national careers agendas. The school will endeavour to meet training needs within a reasonable period of time.

## 8. Resources

The AHT is responsible for the effective deployment of resources. Sources of external funding are actively sought, and shared provision is used where appropriate and efficient, particularly in conjunction with our local network of providers. The careers provision at the school includes a Careers Leader/Advisor, Careers Budget allocation and Workspace for Careers related matters.

The current Careers Leader/Advisor is Ali Smith, [asmith@southchurchschool.com](mailto:asmith@southchurchschool.com) (01702) 900 777

## 9. Evaluation of programme and delivery

The careers programme will be reviewed on a termly basis September/January/June, using the Gatsby Benchmarks via the Careers & Enterprise Company Compass+ Tool.

The effectiveness and impact of this strategy and the career provision action plan will be based on the following evaluation methods

- Compass+ tool assessment to evidence plans and impact on achieving the Gatsby benchmarks. To be re-evaluated every year.
- Termly feedback via Student Voice
- Activity evaluation forms. To record initial reactions of students, teachers and employers of each activity
- Impact assessment built into the tutorial programme to show learning from the tutorial programme in relation to careers
- Parent surveys to be completed during Parent evening
- All Career activities will be logged on Compass+ and reports will be assessable to all students

## 10. Partnerships/Service Level Agreements

The school currently works very closely with the Careers and Enterprise Company via the Greater Essex Careers Hub. We also continue to work with the designated Enterprise Advisor, Stockvale Group, and ensure we are engaged in the career's workshops provided to us. We also work closely with Southend Borough Council which currently support the school through a mentoring program.

## 11. Engaging the Parents/Carers

Parents/Carers are encouraged to get involved in the progress of their children through

- Yearly Information evenings aimed at key decisions points e.g. GCSE Options, Post-16 Options,
- Access to school website with supporting information and resources
- Yearly parents' consultation evenings
- Information provided through newsletters



## 12. Relationship to other Internal Policies

This strategy should be read in conjunction with the following school policies:

- Equality and Diversity Policy
- SEND Policy

## 13. Statutory Guidance

This careers strategy is in line with the national [Careers Strategy](#) (December 2017) and [Careers guidance and access for education and training providers statutory guidance](#) (Updated August 2022).

## Appendix 1

### Gatsby Benchmarks

The 8 Gatsby Benchmarks have been widely accepted across government, schools and education organisations as an assessment tool that allows schools to compare their current careers and enterprise advice and guidance (CEIAG) with what is deemed to be a satisfactory level. The benchmarks have been adopted in the national [Careers Strategy](#) and [school statutory guidance](#). For the full report on the benchmarks visit the [Gatsby foundations website](#).

#	Benchmark	Description	Specific Elements
1	A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<p>1.1 Every school should have a structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person of authority responsible for it.</p> <p>1.2 The careers programme should be published on the school's website in a way that enables students, parents, teachers and employers to understand the school's offer in this area.</p> <p>1.3 The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process</p>
2	Learning from career and labour market information	Every student, 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.	<p>2.1 By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options</p> <p>2.2 Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children</p>
3	Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<p>3.1 A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations</p> <p>3.2 Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions</p> <p>3.3 All students should have access to these records to support their career development</p> <p>3.4 Schools should collect and maintain accurate data for each student on their education, training or employment destinations after they leave school</p>
4	Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<p>4.1 By the age of 14, every student should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>
5	Encounters with employers and employees	Every student 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.	<p>5.1 Every year, from the age of 11, students should participate in at least one meaningful encounter with an employer.</p>

#	Benchmark	Description	Specific Elements
6	Experiences of workplaces	Every student 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.	<p>6.1 By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>6.2 By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.</p>
7	Encounters with further and higher education	All students 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.	<p>7.1 By the age of 16, every student should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, and apprenticeship providers. This should include the opportunity to meet both staff and students.</p> <p>7.2 By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.</p>
8	Personal guidance	Every student should have opportunities for guidance interviews with a career 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 students but should be timed to meet their individual needs	8.1 Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.