

Our Careers Education Offer

1. Provision

Our careers provision is mapped against the Gatsby Benchmarks. The current careers programme is delivered through a combination of methods, including explicit lessons provided within the taught SPHERE programme in Years 7 through to Year 11, which is predominantly form tutor led.

Careers is also explicitly taught through the assembly and drop down day programme cycle.

Several special events are held, for example the careers evening, involving apprenticeship and careers representatives, to which Year 7 through to Year 11 pupils and parents are invited.

Careers information is available both in the careers office and in digital format via signposting on our website to platforms which provide access to information on apprenticeships, universities, the labour market, career pathways and UCAS applications. We ensure that bias is not shown towards any particular career path; under the 'Baker Clause', our school will promote a full range of technical options for pupils. See DfE's [statutory careers guidance](#).

At Key Stage 3, this includes careers research, aiming to raise pupil aspirations, exploring stereotypes in the workplace, researching the history of the workplace, and developing personal, social and employability skills. Year 8 and 9 pupils have at least one half day enterprise experience from an external provider such as Medical Mavericks. Assemblies and a parent and pupil information evening on choosing options are also provided.

At Key Stage 4, pupils continue research into careers and pathways into the sixth form and higher education. They develop skills in CV, letter writing, presentations and interviews. This includes a mock interview with an employer; a week's work experience at a self-arranged placement, supported by a parent information evening; assemblies on apprenticeships and A-level options. Individual interviews are held with an independent careers practitioner to discuss their post-16 options, who also provides guidance on apprenticeships.

2. Roles and Responsibilities

All staff contribute to the implementation of this policy through their role as tutors and as subject specialists.

Subject specialists embed careers into their subject area. A range of connections with further education providers and employers are built to support the curriculum.

3. Careers Team

Mr Dave Cook: SLT lead and strategic lead for careers

The careers leader is responsible for the delivery of our school's careers programme, which is planned to meet the expectations set out in the Gatsby Benchmarks. The careers leader works closely with the relevant staff, including the special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all pupils and put in place personalised support and a transition plan. Along with other members of SLT he will support teachers to build careers education and guidance into subjects across the curriculum

Mrs Charlene Husband: Careers Advisor

Mr Martin Booy: SPHERE and Assembly Coordinator

4. How we meet the Gatsby Benchmarks

The [Gatsby Benchmarks](#) set out what high-quality careers guidance looks like, and were developed for the Gatsby Charitable Foundation. They are the framework around which we plan our careers provision.

Benchmark 1: a stable careers programme with a careers leader	
Indicator	Assessment
Have a stable, structured careers programme that has the backing of the senior leadership team	
Appoint someone to be responsible for your careers programme, and make sure they're appropriately trained.	
Publish your careers programme on your website in a way that pupils, parents, teachers, governors and employers can access and understand it	
Evaluate the programme regularly, with feedback from pupils, parents, teachers and employers forming part of this process.	

Benchmark 2: learning from career and labour market information	
Indicator	Assessment
By the age of 14 , all pupils have accessed and used information about career paths and the labour market to inform their decisions on study options	
You encourage parents to access and use information about labour markets and future study options to inform their support to their children	<ul style="list-style-type: none"> • We encouraging pupils and parents to look at the job profiles produced by the National Careers Service. • We are in contact with the local job centre to find out about presentations and workshops it can

	offer on the local labour market and employer expectations
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Benchmark 3: addressing the needs of each pupil

Indicator	Assessment
You tailor opportunities for advice and support to the needs of each pupil	We work with the families of pupils with SEND to help them understand what careers options are possible, and base careers guidance for them on each pupil's own aspirations, abilities and needs
Your careers programme actively seeks to challenge stereotypical thinking and raise aspirations	
You keep systematic records of the individual advice given to each pupil, and agreed next steps	
All pupils have access to these records to support their career development	
You integrate the records with those given at the previous stage of the pupil's education, where these are made available	
You collect and maintain accurate data for each pupil on their education, training or employment destinations	<ul style="list-style-type: none"> • We use destinations data to measure success and track where pupils are going. • We look at the percentage of pupils in sustained education employment or training and break this down by different characteristics

Benchmark 4: linking curriculum learning to careers

Indicator	Assessment
All teachers link curriculum learning with careers	<ul style="list-style-type: none"> • Delivering careers, employability, and enterprise lessons through the curriculum as part of personal, social, health and economic (PSHE) education, and other subjects • Ensuring that the majority of students study the core academic (EBacc) subjects at GCSE (English, maths, science, history or geography, and a language) as a sound basis for a variety of careers • We make it clear that any pupil who doesn't achieve at least a grade 4 in GCSE maths and English by the end of KS4 will be required to continue working towards this as part of their

	16-19 study programme (unless there are exemptions linked to their education, health and care (EHC) plan)
You give every pupil the opportunity to learn how the different STEM (science, technology, engineering and maths) subjects help people to gain entry to, and be more effective workers within, a wide range of careers. You should do this by the time they're 14	STEM coordinator recruitment in progress to support this.

Benchmark 5: encounters with employers and employees

Indicator	Assessment
Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace	
Every year, from the age of 11, pupils should participate in at least 1 'meaningful encounter' with an employer A 'meaningful encounter' is where a pupil has an opportunity to learn about what work is like or what it takes to be successful in the workplace.	<ul style="list-style-type: none"> • Visiting speakers • Business games and enterprise competitions • Employer encounters with parents • Employer involvement in the curriculum • Mock interviews • Mentoring • Enterprise schemes • Careers events • Employer-delivered employability workshops

Benchmark 6: experiences of workplaces

Indicator	Assessment
Every pupil must have had at least 1 first-hand experience of a workplace by the time they're 16	<ul style="list-style-type: none"> • Work experience placements • Career-related volunteering and social action - DoE and Challenge Champion programme • Work visits - ETL

Benchmark 7: encounters with further and higher education

Indicator	Assessment
All pupils should understand the full range of learning opportunities available to them, including both academic and vocational routes	

<p>By the age of 16, every pupil should have a 'meaningful encounter' with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students</p>	<ul style="list-style-type: none"> • We invite former students who have been through an apprenticeship programme or to university to speak to pupils about their experience • We engage in outreach programmes with local/regional universities
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Benchmark 8: personal guidance	
Indicator	Assessment
<p>Every pupil should have opportunities for guidance interviews with a careers adviser. This person can be a member of school staff, or external, provided they're appropriately trained</p>	<p>We make guidance interviews available whenever significant study or career choices are being made</p>
<p>By the age of 16, every pupil should have had at least 1 interview.</p>	<p>A qualified careers professional to provides these interviews</p>