

Careers Education, Advice, Information and Guidance needs to be embedded into our students' curriculum.

Careers education does not just mean informing students about their options post 16 but also how their school career will affect their futures. Our curriculum is designed in such a way that students can work along pathways towards appropriate outcomes. Anyone with the drive and desire to gain employment can achieve their goal. We will support students in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of options that are most likely to help them to achieve their ambitions. This translates as every student making the right choices for progression.

We will also provide access to a large range of bespoke placements within the community for students to experience what a real job is like so they can make informed decisions about their future. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for employment.

Students need help to make choices and manage transitions: to do this effectively they need good quality careers education, information, advice and guidance. The Careers Plan sets out the careers programme which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed with their ambitions.

Career Plan – Aims

- provide good quality independent and impartial careers advice to students which inspires them and motivates them to achieve their goals
- provide advice and guidance which is in the best interests of the student
- contribute to raising achievement; encouraging students to develop high aspirations
- provide opportunities to work in partnership with employers, training providers, local colleges and others to provide opportunities to inspire students through real-life contact with the world of work
- develop enterprise and employability skills including skills for self-employment
- to gain and develop skills in the workplace
- support inclusion, challenge stereotyping and promote equality of opportunity
- support students at key transition points
- provide access to job coaches to support students in work experience and the job application process
- provide support to parents to raise awareness and aspiration relating to employment
- to identify students strengths interests and motivations through vocational profiling.

The Gatsby Benchmarks

The Gatsby Benchmarks are a framework of 8 guidelines about what makes the best careers provision in schools and colleges. The School careers plan supports the achievement of the eight Gatsby benchmarks:

Benchmark 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.

Benchmark 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 the best use of available information.

Benchmark 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.

Benchmark 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 careers paths.

Benchmark 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.

Benchmark 6: Experiences of Workplaces

Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.

Benchmark 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.

Benchmark 8: Personal Guidance

Every Student 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 Students but should be timed to meet their individual needs.