**Careers Policy**

**St Martins School**

**Review Framework**

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

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|  | **Date** |
| This policy was created in: | September 2018 |
| This issue was revised and released in: | October 2020 |
| It was ratified by the Governing Body on: | **December 2020** |

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**Appendix 1: Gatsby Benchmarks 5/6**

1. Our Vision

As Shropshire’s first all through school we are at the heart of our community, delivering child centred education, individually tailored because of our small size and unique position in the community. We value, foster and ensure academic progress and social development. Our children are individuals, respected for their differences and celebrated for their strengths.

We will:

* Recognise and foster academic ability so that individual excellence can be achieved.
* Deliver the highest quality teaching, enabling children to maximise their potential throughout their learning journey 3-16
* Create a family ethos of safety, support and nurture where respect for each other is a given
* Create an inclusive environment where children of all abilities and backgrounds make a positive contribution to school life and the wider community
* We will encourage children to think independently and make informed decisions enabling them to have high aspirations about their future
* We will work with children and families in constantly reviewing progress and supporting differing developmental needs

Our aim at St Martins School is to work within and support this whole school vision by providing 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 in order to thrive in the workplace or embark on self-employment. 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 of the world of work and further and higher educational opportunities, to enable them to make informed decisions about important career and life 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 aged 11-16, that includes information on the range of education and training options, including apprenticeships and vocational pathways.
2. Meeting all 8 Gatsby Benchmarks by December 2021. (see appendix 1) This will be measured using the Compass Tool.
3. Ensuring equality, diversity and inclusion is mainstreamed through careers provision, breaking down gender stereotypes and raising aspirations for all students.
4. Recognising the importance of providing young people with real-life contacts and experiences from the world of work.
5. Working closely with our Enterprise Advisor and other providers to assist with Raising Aspirations.
6. Updating the school website with latest information to support both parents and students

3. Management and review

The Teacher responsible for Raising Aspirations/Careers will oversee the strategic vision, working closely with the Careers Coordinator 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 Teacher and the Careers Coordinator.

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 coordinator will work closely with external providers such as Colleges, Training Providers, Providers of educational services as well as Careers Programme Providers. Delivery will be via workshops, whole class discussions, the PSHE program, and external and internal events such as the Careers Fair.

*Update: careers events and activities have not been possible in the current format since March 2020 because of the Covid-19 situation and going forward, the school will endeavour to move all careers events (where it is possible to host them) to a virtual format, until it is safe and practical to resume normal activities.*

5. Student Entitlement

**Year 7- An Introduction to Careers**

* Students will attend workshops to introduce them to the ‘Start’ careers digital platform, which is a resource which allows students to investigate careers that interest them, learn about the labour market and make their own personal action plan and CV.
* The Year 7 PSHE programme 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 Market information to keep our students informed of the Industries/opportunities available to them in the area that they live.

**Year 8 - Choosing the right options for me**

* The Year 8 PSHE Programme 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 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.
* Some students will receive mentoring from a local employer in order to help them to understand the world of work and raise student aspirations.

**Year 9 - Career Discovery**

* 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.
* The year 9 PSHE Programme will focus on skills and behaviours in the workplace and what pathways are available to them in the future.
* 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.
* Students will attend workshops designed to help them discover the different industries of work with particular emphasis on STEM careers (Science, Technology, Engineering and Maths).

**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 attend a Growth and Mind-set Revision Workshop to help build their confidence and inspire them to achieve their goals.
* Students will attend a mock interview day where they 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 a Careers Adviser to help them to understand their options when they leave school including, apprenticeships/BTEC/A-levels routes.

**Year 11 - Planning for the Future**

* All year 11 students will have a 1-2-1 meeting with an independent 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.
* Students will get the opportunity to attend the careers fair at Moreton Hall to give them the opportunity to explore job roles with an emphasis on the wider uk and universities
* Further and Higher Education talks/assemblies will take place throughout the year for both students and parents to evenings will take place throughout the school year aimed at supporting students in their decision making so they feel full equipped in whichever pathway they choose.
* Careers Leader and 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. Staff Development

Staff training needs in relation to knowledge of careers associated with their subject areas and how to go about embedding careers in the curriculum are identified in conjunction with the AHT for training and will be given support via the Careers Leader and the Enterprise Adviser. The school will endeavour to meet training needs within a reasonable period of time.

7. 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, financial funding for an external, independent Careers Adviser, Careers budget allocation and workspace for Careers related matters.

8. 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. Improvement against 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

9. Partnerships

St Martins School currently employs a Careers Alliance Careers Adviser who is qualified to Level 6/7. She offers independent impartial advice and guidance. All students in Year 11 receive an individual guidance meeting. Students in Year 10 are able to make appointments on request.

The school works very closely with Claire Rogers, the school’s Enterprise Adviser, who is a senior business volunteer, who advises the school on its careers strategy and facilitates business relationships.

10. Engaging 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

11. Relationship to other Internal Policies

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

* Equality and Diversity Policy
* SEND Policy

12. 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 (January 2018).

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 gold standard of Careers Guidance provision. 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.

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|  | Benchmark | Description | Specific Elements |
| l | 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. | 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.  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.  1.3 The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process |
| 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. | 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  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 |
| 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. | 3.1 A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations  3.2 Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions  3.3 All students should have access to these records to support their career development  3.4 Schools should collect and maintain accurate data for each student on their education, training or employment destinations after they leave school |
| 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. | 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. |
| 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. | 5.1 Every year, from the age of 11, students should participate in at least one meaningful encounter with an employer. |

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|  | 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. | 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.  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. |
| 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. | 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.  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. |
| 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. |