



Careers Guidance Strategy 2020-2021

Current status:	Ongoing	Last reviewed:	September 2020
Responsibility for review:	Carrie Carter	Next review:	September 2021
Approval:	Erinn Heggan		

Introduction

The college recognises that it has a statutory duty to secure independent careers guidance for all year 8 to 11 pupils as outlined in Careers guidance and Access for Education and Training Providers (Department of Education 2018). This ensures that all pupils have access to external sources of information on the full range of education and training options. Our aim is that all students acquire the skills, knowledge and attitudes to help them make informed decisions regarding their future pathways.

Objectives

- To meet the eight Gatsby benchmarks for good career guidance as recommended by the Department of Education Careers Strategy 2018
- To become recognised as a leading school in CEIAG in the Cambridge area
- To enable all learners to reach a positive destination in learning or training after Year 11

We will monitor and evaluate our progression in achieving these aims on a termly basis and review annually.

Our Strengths

- Preparing for students Post-16
- Encounters with Employers
- Links with further education

NEW 2019-2020

NEW for next year 2020-2021

Benchmark	Requirements	School provision/ actions
1. A stable careers programme	<i>Embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers</i>	<ul style="list-style-type: none">• Y7 Virtual What's My Line - encounters with employers from the local labour market. Employers describe their job and students have to make informed guesses about what they do.• Y8 Work shadowing - students go to work with their parents or family friend to get experience of the workplace. Withdrawn 2020-2021 due to covid• Y8 The Real Game - introduces students into a range of jobs/ employment, salaries, budgeting and real life scenarios.• Y9 Soap Enterprise - Enterprise Education – students have experience of design, manufacturing and marketing process by creating soap. Depending on covid.• Y10 Virtual Careers Carousel - encounters with a broad range of employers to give students and insight into the variety of employment opportunities.• Y10 Virtual Mock interviews - Students have mock interviews with real employers to gain experience of the interview process.• Y11 Post-16 Day - start application process. Students are guided to make informed decisions about selecting the right post 16 provider for them.• Form Time Activities PSHE curriculum (Careers section) (3 sessions of two weeks)
2. Learning from careers and Labour Market Information	<i>Good quality information about future study options and labour market opportunities. They will need the support of an informed</i>	<ul style="list-style-type: none">• Y9 assemblies on LMI (all students)• PSHE session on LMI• Post-16 virtual information evening for Y11 students and parents

	<i>adviser to make best use of available information</i>	<ul style="list-style-type: none"> • Y7 What's my line and Y10 Careers Carousel- virtual events - employers from the local labour market.
3. Addressing the needs of each student	<i>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.</i>	<ul style="list-style-type: none"> • Weekly slide shared with students with the Inspirational person of the week • When appropriate, SEND, vulnerable and targeted students are offered Work experience covid depending/virtual Mock interviews/ school trips/ etc. • Y11 Post 16 Day – start application process. Students are guided to make informed decisions about selecting the right post 16 provider for them. • Individual meetings with Y11 but multiple support meetings with SEND/ EHCP students
4. Linking curriculum learning to careers	<i>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future paths.</i>	<ul style="list-style-type: none"> • STEAM subjects and HOF: link topics with careers – packages purchased to share with HOF • ALL Teachers emphasise transferable skills • Language teachers: alumni come, teach a lesson and chat with KS4 students • PSHE sessions based on Careers • Drop Down Days • "Careers Squad". One member of each department meets with Careers Team to discuss actions in the curriculum.
5. Encounters with employers and employees	<i>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</i>	<ul style="list-style-type: none"> • Y7 Virtual What's My Line • Y9 Soap Entreprise and LMI video • Y10 virtual Careers Carousel • Y11 Post-16 Day

	<i>enrichment activities including visiting speakers, mentoring and enterprise schemes.</i>	<ul style="list-style-type: none"> • National Careers Week : Daily assemblies with a different employee every time. • Meeting with Tony Watts and Shiela Kissane Marshall (Enterprise Advisor) • Develop Alumni Network (Future First) cost dependant
6. Experience of workplace	<i>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</i>	<ul style="list-style-type: none"> • Y10/11 Targeted work experience for disengaged/ disadvantaged and SEND students to give them a clearer insight into the world of work and highlight the opportunities available to them. • Will explore virtual work experience as a result of covid.
7. Encounters with further and higher education	<i>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.</i>	<ul style="list-style-type: none"> • Y11 virtual Post 16 progression evening Cambridge Area Partnership and Form the Future and employers for students and their parents. • Y11 virtual apprenticeship talk with CRC. • Y10 Carousel Day (encounters with University/ CRC/ ...) • More interactions with higher Education. Eyes on the prize? • HE Pathways (link colleges)
8. Personal Guidance	<i>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.</i>	<ul style="list-style-type: none"> • Commission Juliet Martin since our previous IAG retired. Students gain impartial IAG • Careers Guidance Advisor to see students in Y9 for GCSE options and Y10/11 to start the post 16 process.

Roles and Responsibilities

Name	Title	Main responsibilities
Carrie Carter	Lead Careers and Post 16 Coordinator	Develop strategy Lead careers in school Responsible for careers programme Lead Post 16 process and applications
Arthur Desbois	Assistant Careers and Post 16 Coordinator	Working with Careers Lead
Erinn Heggan	SENDCo	SEND and EHCP students
Rebecca Butler	Safeguarding Lead	Child Protection
Shiela Kissane-Marshall	Enterprise Adviser	
Juliet Martin	Guidance Adviser	