

# Careers education and guidance policy



**Approved by:** GB

**Date:** March 2021

**Last reviewed on:**

**Next review due by:** March 2022

<p><b>Rationale</b></p>	<ul style="list-style-type: none"> <li>• It is our expectation that all pupils/students should leave the school and move on to either Further/Higher Education or training or other career opportunities.</li> <li>• This policy therefore recognises that the provision of effective Careers Education Independent Advice and Guidance (CEIAG) is an essential part of their preparation for these responsibilities and experiences of adult life.</li> <li>• It should help them to be more self-aware, to be informed of their own continuing education and training and about possible career paths.</li> <li>• It displays commitment to working towards national Gatsby Benchmark targets.</li> </ul> <p><u>Gatsby Benchmark Key</u></p> <p>G1. A stable careers programme  G2. Learning from career and labour market information  G3. Addressing the needs of each pupil  G4. Linking curriculum learning to careers  G5. Encounters with employers and employees  G6. Experiences of workplaces  G7. Encounters with further and higher education  G8. Personal guidance</p> <p>It should enable them to manage transition to new roles and situations throughout their life and help them to achieve their aspirations.</p>
<p><b>Policy Statement</b></p>	<p>Students have access to Careers Education and Guidance in three main ways:</p> <p style="text-align: center;"><b>1 <u>Through a planned programme of activities to assist students to</u></b></p> <ul style="list-style-type: none"> <li>• Know themselves better.</li> <li>• Be aware of equal opportunities and stereotyping.</li> <li>• Manage transitions to new roles and situations, particularly at the end of KS4 and at 18+.</li> <li>• Be aware of education, training and career opportunities.</li> <li>• Make informed choices about their own futures and career paths.</li> </ul>
	<p style="text-align: center;"><b>2 <u>Through external providers</u></b></p> <p>A series of talks and lectures as set out in the careers plan and through qualified impartial careers advice two days a week in school. The careers advisor is from a Matrix accredited organisation.  Action planning and recording of alternative progression routes are seen as an essential part of effective guidance.</p> <p>Parental involvement is encouraged and all parents are invited to formal interviews, as well as having the opportunity to talk to independent careers advisors.</p> <p>(Please see separate Provider Access Policy)</p>

	<u>Careers programme</u>
Year group	Event (Each G and number in brackets relates to the Gatsby Benchmarks which are referred to at the beginning and end of this document)
Year 7, 8, 9, 10 and Sixth Form	<u>University days</u> Certain universities are invited in to do talks with each year group focusing on how to get to university; university life and a Q and A session (G7)
Year 7, 8, 9, 10 and Sixth Form	<u>Careers convention</u> Open to all students each July. Various representatives from industry. Students are allowed to wander; gather information and talk to people about the careers that they are interested in. Again, this is based on FT data. (G2, G3, G5, G7)
Year 9	<u>Apprenticeship talks:</u> We invite apprenticeship providers in to talk to Year 9 students regarding the details surrounding apprenticeships (G5, G2)
Year 9	<u>PMNW, Elevate, Human Utopia</u> All based on raising aspirations and awareness with regards to the 'next steps' for Year 9. (G3, G8)
KS4 (Years 10-11)	<u>Apprenticeship talks:</u> We invite apprenticeship providers in to talk to Year 10 students regarding the details surrounding apprenticeships (G5, G2)
KS4 (Years 10-11)	<u>Enterprise event</u> This is carried out to great success annually with Year 10 (G2, G5)
KS4 (Years 10-11)	<u>Careers and destinations interviews</u> Students meet with SLT to discuss their future plans and aspirations beyond KS4. (G8)
KS3-KS4	<u>Careers events</u> Opportunities for talks, lectures etc. for all students in Years 7-11. (G1, G2, G7, G3) <ul style="list-style-type: none"> <li>• Armed Forces</li> <li>• Medical mavericks</li> <li>• Careers Top Trumps</li> <li>• Game designers</li> <li>• Restart a heart</li> <li>• National Enterprise Council</li> <li>• CV workshops</li> <li>• University talks</li> </ul>
KS3-KS4	<u>Careers week tutor time resources</u> Tutor time resources used for all students based on key and employability skills (G4)

<b>KS3-KS4</b>	<b>Where will this subject take me?</b> <b>Each subject produces a presentation about their area and the potential careers and pathways that can be pursued through each subject. (G4)</b>																													
<b>Gatsby benchmarks for reference</b>	<b>Gatsby Benchmark Key</b> <b>G1. A stable careers programme</b> <b>G2. Learning from career and labour market information</b> <b>G3. Addressing the needs of each pupil</b> <b>G4. Linking curriculum learning to careers</b> <b>G5. Encounters with employers and employees</b> <b>G6. Experiences of workplaces</b> <b>G7. Encounters with further and higher education</b> <b>G8. Personal guidance</b>																													
<p>The current position of The Duston School versus the Gatsby Benchmark area averages is:</p> <p>We measure against the Gatsby Benchmarks using the Online Compass Tool. This is reviewed with SEMLEP.</p>	<table border="1"> <thead> <tr> <th data-bbox="360 616 1011 730"><b>Gatsby Benchmark</b></th> <th data-bbox="1024 616 1187 730"><b>The Duston School</b></th> <th data-bbox="1193 616 1369 730"><b>South East Midlands</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="360 734 1011 779">GBM1 – A stable careers programme</td> <td data-bbox="1024 734 1187 779">88%</td> <td data-bbox="1193 734 1369 779">78%</td> </tr> <tr> <td data-bbox="360 784 1011 869">GBM2 - Learning from labour market information</td> <td data-bbox="1024 784 1187 869">80%</td> <td data-bbox="1193 784 1369 869">76%</td> </tr> <tr> <td data-bbox="360 873 1011 918">GBM3 - Addressing the needs of each pupil</td> <td data-bbox="1024 873 1187 918">72%</td> <td data-bbox="1193 873 1369 918">83%</td> </tr> <tr> <td data-bbox="360 922 1011 967">GBM4 - Linking curriculum learning to careers</td> <td data-bbox="1024 922 1187 967">80%</td> <td data-bbox="1193 922 1369 967">71%</td> </tr> <tr> <td data-bbox="360 972 1011 1057">GBM5 - Encounters with employers and employees</td> <td data-bbox="1024 972 1187 1057">71%</td> <td data-bbox="1193 972 1369 1057">76%</td> </tr> <tr> <td data-bbox="360 1061 1011 1106">GBM6 - Experiences of workplaces</td> <td data-bbox="1024 1061 1187 1106">75%</td> <td data-bbox="1193 1061 1369 1106">70%</td> </tr> <tr> <td data-bbox="360 1111 1011 1196">GBM7 - Encounters with further and higher education</td> <td data-bbox="1024 1111 1187 1196">75%</td> <td data-bbox="1193 1111 1369 1196">76%</td> </tr> <tr> <td data-bbox="360 1200 1011 1245">GBM8 - Personal guidance</td> <td data-bbox="1024 1200 1187 1245">100%</td> <td data-bbox="1193 1200 1369 1245">69%</td> </tr> </tbody> </table>	<b>Gatsby Benchmark</b>	<b>The Duston School</b>	<b>South East Midlands</b>	GBM1 – A stable careers programme	88%	78%	GBM2 - Learning from labour market information	80%	76%	GBM3 - Addressing the needs of each pupil	72%	83%	GBM4 - Linking curriculum learning to careers	80%	71%	GBM5 - Encounters with employers and employees	71%	76%	GBM6 - Experiences of workplaces	75%	70%	GBM7 - Encounters with further and higher education	75%	76%	GBM8 - Personal guidance	100%	69%		
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Covid-19 Careers (October 2020)	<p><b>Due to the restrictions of provider access, The Duston School is providing a Careers Hub on the school website. This will be used to promote careers and engage students in live and pre-recorded careers sessions and careers information so all students have access to careers education throughout this period. This is different to the normal careers programme above. The link for this is here:</b></p> <p><a href="https://www.thedustonschool.org/page/?title=Careers+Hub&amp;pid=185">https://www.thedustonschool.org/page/?title=Careers+Hub&amp;pid=185</a></p>																													