



# Careers Plan

## 2018-2019





## Careers Plan 2018-2019



We believe that anyone with the drive and desire to gain employment can achieve their goal. Therefore we must ensure we have a clear careers plan to support all students on their journey. In careers education, this translates as every student making the right choices for progression. 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. 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.

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. It is our duty to ensure that all students receive independent, impartial advice and guidance regarding all options within school, how these choices will affect their options after school and which careers pathways will become available to them. 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

Our Careers Education, Information, Advice and Guidance (CEIAG) will:

- 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.

CEIAG at Castle has four elements:

- 1) **Careers Education:** Planned programmes in the curriculum giving students knowledge and skills to help them to plan / manage their own career.
- 2) **Career Information:** Including options, skills, occupations, labour market information (LMI), pathways and progression routes.
- 3) **Careers Advice and Guidance:** Independent and impartial careers advice and guidance.
- 4) **Work Related Learning:** Experiences within and outside the curriculum to help students learn about economic well-being, careers and enterprise through the Three Stage Model (Work experience, Work Placements, Supported Internships).

## The World of Work Team Roles and Responsibilities

To maintain and run an effective Careers Programme the School has an identified CEIAG Team:



**James Whybra**

Assistant Head Teacher / Careers Leader

- Strategic leadership of CEIAG across the School
  - Provision of a planned CEIAG programme / development of annual careers plan
  - Monitor CEIAG provision
  - Analysis and tracking of destination data
  - Promote careers across the curriculum
- Review and evaluate CEIAG (Quality assure CEIAG)
  - Report to SLT and Governors on CEIAG
  - Advise SLT and Governors on policy, strategy and resources for CEIAG
  - Attend Local Authority Supported Employment team reviews



**Louisa McClure**

World of Work Coordinator

- Work experience co-ordinator
  - Establish, maintain and develop relationships with employers, FE, training and apprenticeship providers
  - Facilitate encounters with employers, education and training providers
  - Plan and deliver WoW class based sessions
- Provide job coaching and support in the workplace
  - Coordinate travel training
  - Provide individual advice and guidance



### **Nicola Hall**

World of Work Assistant

- Establish, maintain and develop relationships with employers, FE, training and apprenticeship providers
- Facilitate with encounters with employers, education and training providers
- Plan and deliver WoW class based sessions
- Provide job coaching and support in the workplace
- Coordinate travel training
- Provide individual advice and guidance



### **Ursula Codrington**

CEIAG Governor

- Monitor provision of CEIAG

## **Additional staff responsibilities:**

### **All teaching staff**

- Link curriculum areas to careers
- Support the development of employability skills
- Feedback specific student needs (or opportunities) to the CEIAG team

# 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:

<p><b>Benchmark 1: A Stable Careers Programme</b> <i>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.</i></p>
<p><b>Benchmark 2: Learning from Career and Labour Market Information</b> <i>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</i></p>
<p><b>Benchmark 3: Addressing the Needs of Each Student</b> <i>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.</i></p>
<p><b>Benchmark 4: Linking Curriculum Learning to Careers</b> <i>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.</i></p>
<p><b>Benchmark 5: Encounters with Employers and Employees</b> <i>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.</i></p>
<p><b>Benchmark 6: Experiences of Workplaces</b> <i>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.</i></p>
<p><b>Benchmark 7: Encounters with Further and Higher Education</b> <i>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.</i></p>
<p><b>Benchmark 8: Personal Guidance</b> <i>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.</i></p>



# What a student can expect at The Castle School

## Key Stage 1/ Key Stage 2

- Expectation that employment is mentioned in all annual reviews
- Where possible students will have 'job roles' in class

## Key Stage 3/Key Stage 4

- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- Vocational profiles are begun
- Students are introduced to careers resources and informed how to use them.
- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- Students are introduced to the world of work and how it is constantly changing.
- Students are introduced to careers software and websites.
- Students are encouraged to think about what they might like to achieve after school.
- Students explore post 16 pathways.
- They are encouraged to use careers resources available and informed where to find out more about specific courses/careers.

## Key Stage 5

- Students are encouraged to reassess personal strengths with a focus on transferable skills.
- Students are encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.
- Students are encouraged to challenge stereotypes within the world of work and traditional job roles.
- Students have a wide range of opportunities to engage with a range of local business, FE, and training providers.
- Economic awareness is developed further and students are encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals.
- Students complete work experience.
- Students develop interview techniques and complete a mock interview with a local employer.
- Students are supported with post 19 choices and encouraged to consider all their options including further study and apprenticeships.
- Students are encouraged to think about the kind of behaviour potential employers look for.
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
- Students are assisted with CV writing and encouraged to have a completed a CV and cover letter