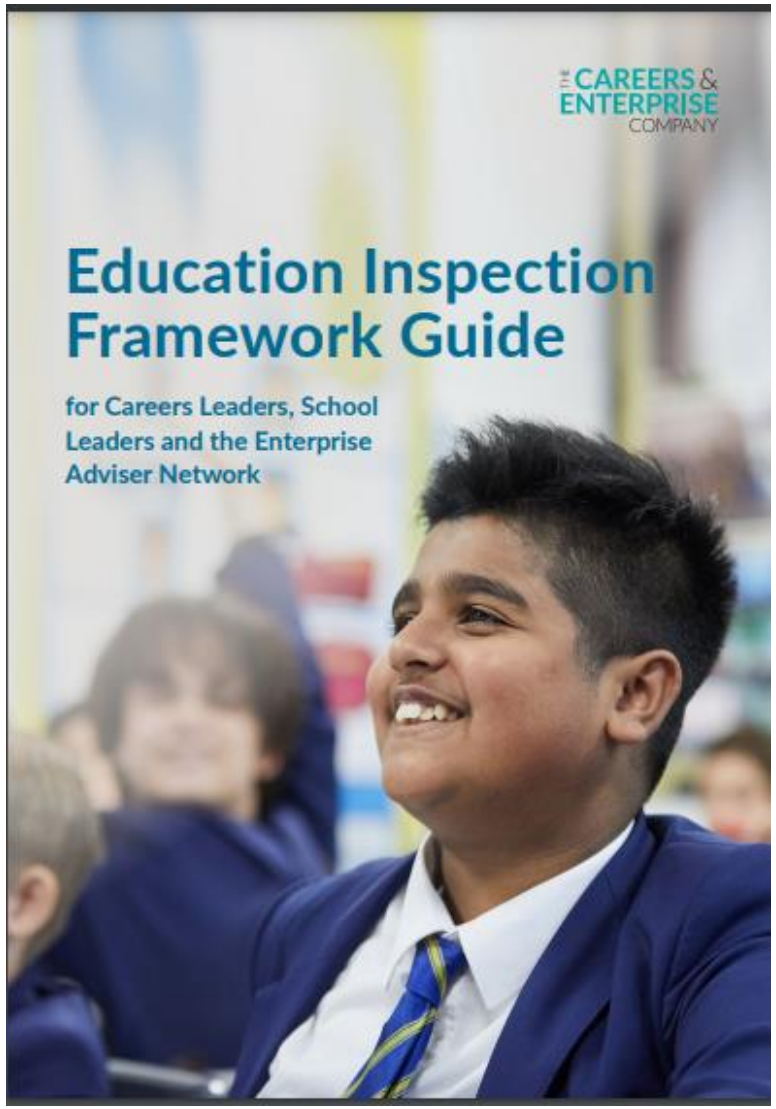
The Department for Education says

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.



Ofsted says

Secondary schools prepare pupils for future success in education, employment or training. The use of Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All learners receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work" as detailed in the Schools Inspection Handbook. "The provider prepares learners for future success in education, employment or training; by providing unbiased information to all about potential next steps; high quality, up to date and locally relevant careers guidance; and opportunities for encounters with the world of work.

The Careers Development Institute says

Schools' career development programmes support pupils to plan, prepare and move towards the rest of their lives. One of the ways in which this happens is through ensuring that pupils have acquired the skills, knowledge and attitudes that they need. Career development programmes should help pupils to learn about how careers work, what strategies are most effective and how to deal with challenges

Good Careers Guidance-Gatsby says

- Career guidance is important to social mobility. If young people and their families know more about the rich range of careers open to people with the right qualifications, they will have a clearer idea of the routes to better jobs. This knowledge may already be available to pupils from families of graduates and professionals, but if most of your family are unemployed or in low-skilled jobs, how would you know?
- So every pupil – whatever their home background – needs to: – Understand enough about career options to enable them to make informed decisions, whenever choices are open to them; – Understand that choosing STE M subjects opens doors to careers that would otherwise be closed; – Understand enough about the world of work to know what skills they need to succeed in it.

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 pupils, parents, teachers, governors and employers.
2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every pupil, 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.
3 ADDRESSING THE NEEDS OF EACH PUPIL	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
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.
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every pupil 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.
6 EXPERIENCES OF WORKPLACES	Every pupil 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.
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All pupils 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.
8 PERSONAL GUIDANCE	Every pupil 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 pupils but should be timed to meet their individual needs.

Eight Essential Skills

Essential skills are those highly transferable skills you need for practically any job. They allow you to more rapidly learn technical skills and are shown to improve life chances and productivity.

Skills builder says

The Universal Framework is the world's leading taxonomy for essential skills and impact measurement. It was developed over five years with input from leading organisations across education and employment, including the CBI, CIPD, Gatsby Foundation, the Careers & Enterprise Company and Business in the Community. By adopting a shared language and approach, organisations make their skills building efforts more than the sum of their parts. The Framework provides this common language and shared objectives for building essential skills. Its steps provide a shared route map that is used by all partners to align their efforts to build the essential skills of the individuals they work with. It can also be used as an assessment tool, helping to identify existing skills, and next steps for development.

Statutory requirement	How do we achieve this?
Every pupil from age 11 has to have at least one encounter with an employer a year	During National Careers week all students from Year 7 upwards have at least one encounter with an employer. Sessions delivered by the employer range based on the need of the young people.
Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.	These opportunities are delivered during National Careers Week
By the age of 16 (ages 11-16) every student should have experience of the workplace too. This can be less focussed on work experience but more about experiences of the workplace. This could be expanded to visiting other community providers/ people who help in the community or could include job shadowing or volunteering.	This is an area that requires further consideration and one that Special schools across the country are questioning. For those students whom it is appropriate we are organising volunteering and work experience placements.
By the age of 18, or before end of study every student should have had at least one further experience of a workplace. Work Experience. Could include internships, work experience and or work placements.	We are working on securing placements for those students whom it is appropriate.
Schools and Colleges should promote a full range of academic and **technical options** – give students best outcome which will enable students to progress in education or work. Schools must provide a range of opportunities for providers of technical education and apprenticeships to talk to all **year 8 to 13** pupils about their education or training offer. All pupils need to be aware of benefits of **T Levels, apprenticeships, HTQs** and other approved technical education	This is an area that requires further consideration and one that Special schools across the country are questioning. As a setting we are focussing on ensuring that all students are visiting the placements that will be appropriate for them- this includes Mainstream colleges, Independent Specialist Providers and Adult Social Care settings.
Ensure pupils from Year 8 until Year 13 are provided with independent careers guidance, this is line with section 42A of the Education Act 1997.	We currently buy in Future Focus to provide this service and this is under review as there are currently gaps in this service.

Current careers programme

	Autumn term	Spring term	Summer term
Year 7	Life skills – assembly and class based opportunities	Maths workshop- focus on personal finances and budgeting National Careers Week	PFA transition event. Life skills – assembly and class based opportunities
Year 8	Community inclusion	Academy Science Week National Careers Week	Careers workshop PFA transition event.
Year 9	Community inclusion Assembly and class group opportunities - employability skills.	Key Stage 4 pathways event with an employer experience National Careers Week	Assembly and class group opportunities - employability skills. PFA transition event.
Year 10	Community inclusion Assembly and tutor group opportunities - employability skills	Life Skills – work experience preparation sessions National Careers Week	Work Experience placements Volunteering placements Employability sessions- personal skills and qualities
Year 11	Community inclusion Assembly on opportunities at Post-16 Small group work- next steps for Post 16	Post-16 taster sessions National Careers Week Transition support during curriculum time	Access to National Citizenship Service Small group work- Mental Capacity Act PFA transition event.
Year 12	Volunteering Placements within the local Community Transition sessions with Post 19 Providers	Post-19 assembly – Supported Internships National Careers Week	Small group sessions: future education, training and employment options
Year 13	Workshops with the Department for Work and Pensions.	Assembly and small group opportunities - employability skills Transition sessions with Post 19 Providers National Careers Week	Small group sessions: future education, training and employment options PFA transition event.
Year 14	Small group sessions: future education, training and employment options	National Careers Week Small group work- Self advocacy	Transition sessions with Post 19 Providers Small group work- Mental Capacity Act PFA transition event.

Why do we want to achieve this?

How do we get there?

To ensure that we are meeting statutory guidance and improving the progression we are making towards meeting each of the Gatsby Benchmarks, along with ensuring that our Careers Programme is robust and interwoven into our overall curriculum aims I have identified that we need to complete the following actions:

Action	By whom and with support from	Date
Complete Compass+ upload and identify areas that need improvement	TLR postholder	24.03.23
Cross reference the Curriculum skills document against the Skills Builder benchmarks	TLR postholder along with Curriculum TLR's- AP to share with SLT	31.03.23
Complete an audit of our Careers Programme using the Career Development Audit- CDI template	TLR postholder along with Curriculum TLR's- AP to share with SLT	28.04.23
Write a Career Development Plan using the CDI template	TLR postholder along with Curriculum TLR's- AP to share with SLT and Governors	19.05.23
TLR postholder to complete the Careers Leaders course	TLR postholder	July 2024
National Quality in Careers standard	TLR postholder, AP and SLT	July 2024

What else?

In addition to the above the Careers and Transition team, comprising of the Careers and Transition TLR, Job Coaches, Careers and Transition Administrator, and Independent, Advice and Guidance Advisors, will also need to complete the following actions. This will ensure that the students are accessing work experience and volunteering placements and that successful transition is planned.

Action	By whom and with support from	Frequency	Evidence	Impact
Ensure that all volunteering placements are tracked using a central spreadsheet (including those linked to Duke of Edinburgh)	Careers and Transition Administrator Job coach Careers and Transition TLR	At the start of each half term or when placements change		
Ensure that all work experience placements are tracked using a central spreadsheet	Careers and Transition Administrator Job coach Careers and Transition TLR	At the start of each half term or when placements change		
Ensure that Health and Safety practices and procedures of all placements is regularly checked and monitored and that this information is stored in a central location.	Careers and Transition Administrator	At least annually or when a Health and Safety incident has occurred.		
Ensure that the timetable for the job coaches is kept up to date and reflects the placements and needs of the students	Careers and Transition TLR Job Coaches	At the start of each half term or when placements change		
Ensure that students access regular transition sessions and that these sessions are regularly reviewed to ensure that they are still appropriate for the learners	Careers and Transition TLR IAG Advisors	At the start of each half term		
Organisation of transition events (2 per year)	Careers and Transition TLR Careers and Transition Administrator IAG Advisors	In the Autumn and Spring terms		
Organisation of transition meetings offered to parent/carers and ensuring that these reports are shared with all stakeholders and included within Education, Health Care plan reviews.	Careers and Transition TLR IAG Advisors	1 a year from year 8		
Compass+ monitoring and upload of evidence	Careers and Transition TLR Careers and Transition Administrator	Termly		
Training of new staff in relation to Careers and Transition	Careers and Transition TLR	Termly, or when new staff start		
Organisation of National Careers week activities to ensure that students have access to an employer	Careers and Transition TLR Careers and Transition Administrator	Yearly		
Attend meetings with the Enterprise Coordinator	Careers and Transition TLR Careers and Transition Administrator	Termly or half termly as required		
Present the development of the Careers Programme to SLT	Careers and Transition TLR	Termly or as required		
Present the development of the Careers Programme to Governors	Careers and Transition TLR	Termly or as required		