



CAREERS AND EMPLOYABILITY POLICY

Aspirational Pathways Programme

Approved by the Local Governing Board:	September 2020
Next review of policy due:	September 2021

Responsible Person(s):

Careers Leader Sara Heaysman
Link Governor Paul Mulroy

Written by: Sara Heaysman

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SUMMARY

Given the GFM's commitment to *'To be Greater and Aspire Further'* we recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. As a school we have a responsibility to prepare students for the time they enter the wider community - either through further education, training or employment. A key element of this preparation must come through the delivery of a coherent Careers Education Information, Advice and Guidance (CEIAG) Programme.

The careers programme across the GFM is committed to delivering high quality CEIAG by ensuring students make effective and informed decisions about their future through greater self-awareness, career exploration, work related learning and the development of employability skills. A vital part of this is contact with employers, training providers, colleges and universities. For this reason we have developed strong links with a number of agencies, including the Solent Local Enterprise Partnership and the Careers and Enterprise Company, as well as building our own Business and Enterprise Forum of local employers who are actively supporting our policy. We will continue to build relationships with external agencies that can support us in delivering an exciting and varied CEIAG Programme.

Using the Gatsby Compass Tool, we identified several areas of development and devised a three year strategy to address our top four priorities. They are:

- A stable programme (1)
- Learning from careers and labour market information (2)
- Linking curriculum learning to careers (4)
- Experiences of workplaces (6)

By developing these four areas and with the support of Teach First's Careers , Employability and Leadership Programme (CELP), we believe that we will be able to raise students' motivation, attainment and aspiration as well as achieving The Mark of Quality for Careers Education and Guidance.

Careers Lead (SLT)

VISION AND MISSION

Vision

A world in which every child can reach their full academic and career potential.

The Gosport and Fareham Multi Academy Trust is committed to the belief that every student has the right to achieve their full and utmost potential and, together with our local community and parents, our aim is to combat the historic and economic social injustice that exists in Gosport to ensure every student in the GFM has the best possible life chances.

This ethos motivates all members of our community to support our students in their life long learning and promotes high expectations and challenge for all.

Mission

For every student across the GFM to be equipped with the knowledge and skills needed to make well informed, aspirational and independent careers decisions.

STATUTORY REQUIREMENTS

WHAT IS CEIAG?

Careers Education, Information, Advice and Guidance (CEIAG) has four essential and interlinked principles:

Careers Education – a planned programme in the curriculum that gives students the knowledge and skills for planning and managing their careers

Careers Information includes learning options, labour market information, skills, occupations, and progression routes

Careers Advice and Guidance – personalised help specialist advisers to identify long term goals and plan steps to attain them. These advisors are to be appropriately qualified.

Work related learning – experiences within and outside of the curriculum that help students learn about economic well-being, careers and enterprise.

DEPARTMENT FOR EDUCATION (DfE) REQUIREMENTS

The GFM is committed to fulfilling its statutory duties in accordance with government guidelines, which are summarised below.

Requirements according to the Careers Guidance and Access for Education and Training Providers (January 2018)

Main Points Discussed

Statutory guidance has been restructured around the Gatsby Benchmarks (Note: Gatsby benchmarks are not a statutory framework but highly recommended by the DfE)

Schools should begin to work towards the benchmarks from January 2018 and meet them by the end of 2020.

Destination information will be published in performance tables. They are becoming an established part of the accountability system

All schools should complete a self-evaluation tool against the Gatsby Benchmark.

Gatsby Benchmark	Description (Condensed)
1. A Stable Careers Programme	<ul style="list-style-type: none"> ● <u>Should</u> have a stable and structured careers programme ● <u>Should</u> publish on school website ● Programme <u>should</u> be regularly evaluated with feedback from pupils
2. Learning from career and labour market information	<ul style="list-style-type: none"> ● By age 14, all pupils <u>should</u> have access to information about careers paths and the labour market ● Parents encouraged to access
3. Addressing the needs of each individual	<ul style="list-style-type: none"> ● The programme <u>should</u> challenge stereotypical views ● Schools <u>should</u> keep systematic records of individual advice given (accessible to students)

	<ul style="list-style-type: none"> Schools <u>should</u> collect and maintain destination data
4. Linking curriculum learning to careers	<ul style="list-style-type: none"> By age 14, every student <u>should</u> have the opportunity to learn how different STEM subjects help post 16/18 opportunities
5. Encounters with employers and employees	<ul style="list-style-type: none"> Every year, from the age of 11, pupils <u>should</u> participate in at least one meaningful encounter with an employer
6. Experiences of Workplaces	<ul style="list-style-type: none"> By the age of 16 every pupil <u>should</u> have had at least one experience of a workplace By the age of 18 every pupil <u>should</u> have had at least one experience of a workplace
7. Encounters with further and higher education	<ul style="list-style-type: none"> By the age of 16, every pupil <u>should</u> have a meaningful encounter with providers

* When the guidance uses the term 'must' it means it is a legal requirement. When the guidance uses the term 'should' it means advice is being offered. See page 4 of the guidance.

Requirements and Expectations of Schools

The guidance has outlined requirements and expectations of schools, which includes timing and action points. The information below highlights where we are in relation to the timescales outlined in the guidance.

Timing	Actions outlined in the guidance
Ongoing (Legal duty since September 2012)	Every school <u>must</u> ensure that pupils are provided with independent* careers guidance from year 8 to year 13
From January 2018	<ul style="list-style-type: none"> Every student <u>must</u> have the opportunity to access a range of information about different career pathways Every school <u>must</u> publish a policy statement setting out their arrangement for provider access.
From January 2018 to end 2020	<ul style="list-style-type: none"> Every school <u>should</u> begin using the Gatsby Benchmark to improve careers provision Provide 7 encounters with employers (at least one every year) – Some should be STEM
From September 2018	<ul style="list-style-type: none"> Every school <u>should</u> appoint a named person to the role of Careers Leader to lead the careers programme
From September 2018	<ul style="list-style-type: none"> Every school is expected to publish details of their careers programme (Raising Aspirations) for young people and their parents

From September 2019	<ul style="list-style-type: none"> • Destinations data to be made available • KS2/ Girls/ STEM/ SEND students to become key focus groups for Careers • Careers department structure defined and roles published • Baker Clause document must outline our offer range of education and training adviser access to all students and be published with a strategy statement
by July 2020	<ul style="list-style-type: none"> • All students must have had a minimum of 7 encounters with employers between years 7-13

LEARNER ENTITLEMENT

The careers programme is designed to meet the needs of our students as they progress through the key stages of their education. By giving them a wide understanding of the labour market (local and further afield), their own skills and aptitudes, and their post-16 options we aim to ensure that they are equipped to make informed choices as they progress through our schools and beyond.

Our partnerships with employers, training providers, government agencies and further and higher education providers enable us to provide a comprehensive programme of events and activities to support students in their decision making.

Impartial and confidential guidance will be provided to students as part of their wider careers education programme. Careers information will be integrated into their experience of the whole curriculum based on careers content embedded into all subjects on a termly basis. The programme will promote equality of opportunity, inclusion and anti-racism.

Parents / carers are welcome to discuss their child's needs with our careers team at parent and options evenings, or by appointment. The Unifrog online careers platform used by all students is accessible by parents/carers to enable them to track their child's progress and support their exploration.

Our careers calendar, published annually in September, lays out the planned events for students by year. Broadly, the aims for each year are as follows:

By the end of Year 7 students will have a Unifrog login and be able to navigate the platform to find what they need. They will know about jobs available locally and talk about what skills they each have and how these would benefit their careers.

By the end of Year 8 students will know about further education routes and how these pathways lead to careers. They will be able to show how their skills and interests link to careers also and can be transferred between industries.

By the end of Year 9 students will know how their GCSE choices impact their next steps. They will have had interactions with employers and improved their key skills. They will start to think about the world of work beyond education and how their skills relate.

By the end of Year 10 students will be able to identify career pathways they are interested in and have experienced the workplace and interview process.

By the end of Year 11 students will have had a careers advisor meeting, have chosen their FE Pathway and applied for their next steps.

By the end of Year 12 students will have an idea of their post 18 pathway and started to compile information for their application/personal statements.

By the end of Year 13 students will have had their final careers 1-2-1 and applied for their post 18 destination. Pupils will have had experience of at least two workplaces and have knowledge of Business & Employment which will enable them to make informed choices as they move through the next stage.

From September 2020 the new Community Curriculum, underpinned by our Gosport Futures will be rolled out, starting with Year 7 and expanding annually thereafter through to Year 9. Under this framework all year 7 students will follow a new World of Work curriculum, enabling students to explore the opportunities available to them and develop the skills needed in the local labour market whilst being exposed to representatives of industry from across our area.

MANAGEMENT AND DELIVERY

Roles and Responsibilities

In the same way that it takes a village to raise a child, it takes the whole school to effectively execute a careers and employability strategy. Relevant roles and outline responsibilities are as follows:

Position	Responsibility	Reporting Chain
Executive Trust Leader for Personal Development & Community	Oversee careers strategy Owns the careers budget	Executive Board and Governors
Link Governor for Careers and Employability	Feedback to the local governing body on careers related activities Meet once a term with Exec Trust Leader, AHT Pastoral Curr Strategy and and Careers Leader	Local Governing Body and Trust
Assistant Head Teacher Pastoral Curriculum Strategy, Destinations and Student Leadership	Facilitate careers strategy as part of wider pastoral remit	Executive Trust Leader for Personal Development & Community
Careers Leader	Lead the Careers team and Careers provision across the organisation Grow and maintain business network to support the careers strategy. Utilise local organisations/businesses to support the Community Curriculum across the GFM. Raise profile of Pathways and Work Placed Learning across the school through the Gosport Futures programme. Develop an alumni and parental database/network to further business links Ensure that Gatsby Benchmarks are achieved	Assistant Head Teacher Pastoral Curriculum Strategy, Destinations and Student Leadership

Careers Advisor	<p>Provide careers support and guidance to pupils (along with parents where appropriate)</p> <p>Arrange and facilitate careers workshops, events and presentations</p> <p>Manage careers communications programme</p> <p>Manage usage of, and drive engagement of Unifrog across the secondary phase, keeping it updated with all careers-related events and activities</p> <p>Point of contact for external agencies, e.g. NCOP, SUN, Hampshire Futures, local FE providers.</p>	Careers Leader
Aspirations Leads KS3/KS4/KS5/Special Phase	<p>Write, review and update aspects of strategy relating to relevant area</p> <p>Organisation of operational aspects</p> <p>Careers programme delivery</p>	Careers Advisor
Enterprise Adviser	Advising Careers Leader on strategic direction and developing the school's provision to meet all Gatsby Benchmarks.	Careers Leader
Heads of Year	<p>Ensure vulnerable students in year group have received the careers support required</p> <p>Arrange assembly slots for careers</p> <p>Make careers an agenda item during pastoral meetings (Aware of upcoming activities and complete/incomplete evaluations on AJ)</p> <p>Ensure form tutors have access to computer facilities for students to complete their evaluations</p>	N/A
Form Tutors	<p>Deliver career tutorials during form time</p> <p>Monitor Unifrog usage</p> <p>Read tutees careers guidance notes and support</p>	N/A

	GCSE and Post-16 options where appropriate	
Subject teachers	Link curriculum learning to careers	N/A
Student Voice Group	Provide feedback and participate in fact finding exercises to support development of careers curriculum	Assistant Head Teacher Pastoral Curriculum Strategy, Destinations and Student Leadership

Staff Development

All staff are expected to contribute to the careers learning and development of students in their roles as tutors and/or subject teachers. We will use surveys to gauge the level of staff understanding and confidence in delivering careers-related lesson content. All staff will be trained on the use of the Unifrog platform and will receive further careers-related training via staff and team meetings as appropriate throughout the year.

The Careers Team will all complete appropriate training provided by the Careers and Enterprise company and attend relevant training throughout the year.

Funding

Funding for the careers programme is allocated in the GFM budget. Additional funding is received from outside bodies for specific careers-related activity, including from the Southern Universities Network and Careers and Enterprise Company.

Information, Advice and Guidance

Each school has a dedicated Careers Room which contains a wide variety of material to support student research. Students are encouraged to engage with the Careers Adviser, who alongside scheduled appointments for selected year groups runs lunchtime drop-in sessions. Students also have access to an online system for booking ad-hoc appointments.

The GFM is committed to having careers guidance delivered by a Level 6 or above qualified career development professional (careers adviser) who upholds the professional standards of the Career Development Institute.

We have the Unifrog platform which can be accessed by students, parents and teachers via the internet and allows students to plot their encounters and experiences at all levels from year 7 through to year 13. Alongside comprehensive information on careers and pathway options it enables students to record their activity, maintain their CV and manage their applications in one place, with teachers and parents able to track progress.

Throughout the year students are able to meet with employers and education providers, either in school (eg at assemblies, parent/options evenings, workshops, classroom events), in the workplace or at an external careers event (eg careers fairs). We have a network of alumni who are willing to share their experience with groups or individuals.

Monitoring, Review and Evaluation

The overall aims of the careers strategy are agreed with the MAT Board (which includes the chair of the Secondary Phase Committee) and the Senior Leadership Team and reviewed annually. The Careers Link Governor will report to the Secondary Phase Committee on the progress of the strategy and its outcomes.

The Gatsby Benchmarks are the primary measure of our delivery of the careers programme and we aim for 100% achievement by the end of the 2020/21 academic year. We also intend to gain the Quality in Careers Standards accreditation by the end of 2020.

As an integral part of the GFM Personal Development and Community Curriculum Strategy, the success of the careers programme will feed directly into the pupil outcomes set out in the measurement objectives for 2020-25, specifically around destinations including improvement in university attendance and apprenticeships and a reduction in students not in employment, education or training post KS4.

At a tactical level, all scheduled group careers activities will have a documented objective and feedback will be sought from attendees to ensure that the objective has been met. This feedback will be used to inform future event planning.

The Unifrog platform enables us to track student engagement and records their decision making process. Staff can track the intentions and destinations of students based on their different characteristics (e.g. PP, NCOP, First in Family), in order to inform how the school supports students through the destination process.

A Steering Committee will meet termly to provide oversight, discuss wider developments which may influence future strategy and provide input to the planning process. This committee will consist of:

- Careers Leader
- Assistant Headteacher, Pastoral Curriculum Strategy, Destinations & Student

- Leadership
- Executive Trust Leader for Personal Development
- Careers Link Governor
- Enterprise Advisor
- LEP representative
- Careers and Enterprise Company representative

Stakeholders

We will engage directly with all stakeholders to ensure that we are meeting their needs, primarily by the use of an annual survey of students, parents, employers and staff in the summer term. This will test their understanding of the programme and gather opinion on its effectiveness as well as seek their ideas for improvement. Our communications plan will ensure that all stakeholders are kept up to date with the programme throughout the academic year.

Parents/carers

We recognise the important role that parents have in their child's career development and will supply them with relevant information to support that role - through access to the Unifrog platform, providing the opportunity to talk to employers, training providers and further/higher education establishments at appropriate points in their child's school career and with the provision of careers-related information through the GFM Community Curriculum provision for parents and carers.

Employers and education providers

It is essential that our careers programme is based on current labour market information and ensures that our students are guided to realistic outcomes. To this end we engage extensively with local and national employers together with education and training providers.

Our Business and Education Forum is a representative group of employers, education providers and other agencies who meet on a termly basis to discuss our careers programme, agree supporting action and provide input for our planning based on their employment and recruitment needs.

Beyond this group we have a wide network of local employers and other organisations on whom we can call to provide support and input as necessary.

EQUALITY, DIVERSITY AND INCLUSION

The Gosport and Fareham Multi Academy Trust is committed to the active promotion of equality and opportunity for all. We are an inclusive school where we focus on the well-being and progress of every learner and where all members of our community are of equal worth.

We accept that the community of the school consists of a diverse population of people. That diversity consists of visible and non- visible differences which include factors such as age, sex, background, race, disability, religion, sexual orientation, personality and work style. We work on the premise that harnessing these differences will create a productive environment in which everybody feels valued, where their talents are being utilised and in which we are all meeting the goals of the school.

APPENDICES

The following documents can be found on the school websites:

Equality, Diversity and Inclusion Legislation
Baker Clause Statement

<https://bayhouse.gfmat.org/school/policies/>

<https://brunepark.gfmat.org/school/policies/>

The careers pages of the websites also contain the careers calendar and further details of the programme.