

Local Procedure Title	Careers Guidance & Gatsby Benchmarks
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Local Procedure Author(s)	Rebecca Sheen
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<p>1. Section Title</p> <p>INTRODUCTION</p> <p>The information set out in this Careers guidance procedure describes each learner's entitlement at Coxlease School and the P16 which is regularly updated to reflect, and keep abreast of changing trends.</p> <p>AIMS</p> <p>Careers Education and Guidance at Coxlease School is seen as an entitlement for all of its learners throughout years 7 – 14. The programme is aligned to and encompassing of the Eight Gatsby Benchmarks.</p> <p><i>Opportunity Awareness</i></p> <p>This includes differing roles and work opportunities. Learners will be made aware of the range of career opportunities that are available. As well as studies of particular jobs and job families, learners will explore opportunities in continuing academic and vocational education, and in training. Learners will also be made aware of local industry, and the patterns of work in the local area and the area in which they live.</p> <p>Benchmark 2: Learning from career and labour market information (LMI)</p> <p>Every learner, 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. This is provided by our partnership with EBP South and access to JED through Careerssoft, which all students can access both at school and at home.</p>
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Self Awareness

Learners at Coxlease School have a variety of additional needs and in order to make appropriate career decisions, learners need to understand themselves and become fully aware of their aptitude, strengths, difficulties, personality and preferences.

Benchmark 3: Addressing the needs of each learner

Learners have different career guidance needs at different stages. Opportunities for advice and support is tailored to the needs of each learner. The school's careers programme embeds equality and diversity considerations throughout. Coxlease are ever developing the curriculum in order to meet the diverse needs of students including the 14- 16 programme at Totton College, introduction of The Build2 Prep4 programme and a wide range of taster days at local colleges to support students understanding of pathways.

Career stages and decision making

Self awareness combined with opportunity awareness should help learners make sensible choices about their transition post 16.

- All learners at Coxlease have access to careers development information through their PSHE programme.
- Careers advice in KS3 is provided by EBP South and supported by the Tutor team during tutor time on an individual basis or as a group. Careers opportunities and plans are discussed and highlighted at the Annual Review. Year 8 students will have an initial meeting with the Personal Adviser as recommended by OFSTED.
- A key stage 4/5 careers education pathway is in place to support and guide learners through the next stage of the education looking to appropriate educational and training decision based on their career progression plans. The support structure remains in place at The Hub and The Skills Centre, ready for their move to further education, employment or training. Each learner has annual access to individual interviews with an independent careers advisor from EBP South.
- Careers advice and transition plans are started in Year 9 to ensure that all parties (parent/careers/local authority/) are aware of career plans and educational/training pathways in place.
- External and independent careers guidance and support is sourced for all learners from EBP South, alongside internal support in developing a greater understanding into career/education pathways. This will be delivered in a number of ways, which include but are not limited to:
 - ❖ Group presentations on careers pathways;
 - ❖ 1:1 meetings to explore career pathways;
 - ❖ Visits to local business's / colleges;

- ❖ Q and A sessions;
- ❖ Planned curriculum delivery;
- ❖ External career events
- ❖ National Careers Week held annually in March
- ❖ Transition Information Day

Benchmark 4: Linking curriculum learning to careers

All teachers link curriculum learning with careers. For example, STEM subject teachers highlight the relevance of STEM subjects for a wide range of future career paths. This is all recorded in the planning documents and the learner tracker.

Benchmark 5: Encounters with employers and employees

Every learner has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This is through a range of enrichment activities including visiting speakers, mentoring, visits to career's fairs and other opportunities through the teaching in the different subjects.

Benchmark 8: Personal guidance

Every learner should have opportunities for guidance interviews with a careers adviser, who is trained to an appropriate level. These are available whenever significant study or career choices are being made. They are timed to meet the learner's individual needs.

WORK EXPERIENCE

Where available and suitable to the needs of the learner, appropriate work experience is available to Year 11 and Year 12/13/14 learners. A range of potential placements is discussed with learners and an agreed placement is implemented. Guidance and supervision of the placement is implemented by a learning/work place mentor.

Work experience is valued by the school because it introduces learners to the disciplines and expectations of the work place, and because it provides an insight into how companies are organised and how they operate. Learners are supported by Coxlease staff during their placement.

Learners receive a handbook prior to commencing work experience and are required to keep a log to help such work. The school also stresses the importance of learners writing letters of thanks after completing their work experience.

All work placements are externally Health and Safety checked by Solent EBP.

Benchmark 6: Experiences of workplaces

Every learner has 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.

VOCATIONAL COLLEGE COURSES/TRAINING COURSES

Where available and suitable, Year 10, 11 and 12 learners are able to access the Coxlease School specialist vocational education centres, The Hub and The Skills Centre or local colleges to attend appropriate college courses. We have developed positive links with a number of local providers including Sparsholt College, Brockenhurst College and Totton College, whereby we have a dedicated Teaching Assistant at each site. These relationships enable Coxlease School to offer a wide range of courses that meet the needs and career pathways of our learners.

Those learners who attend college are able to access:

- ❖ Short term taster courses
- ❖ Build2 Prep4 Programme
- ❖ 14 – 16 programme at Totton College
- ❖ Courses accredited up to level 3 including BTEC's
- ❖ A Levels

Learners are given the opportunity to develop an understanding of Further and Higher Education through visits to a variety of Post 16 Colleges and visits, where appropriate to local Universities. This includes tours, Q&A sessions, learning experiences and guest speakers.

Benchmark 7: Encounters with further and higher education

All learners are provided with the opportunity to develop an understanding of 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.

PATHWAYS AND RECORDING

At all stages of their education and training, the learners are encouraged to keep records of their education and experiences to enable them to reflect on these but to highlight to others the experiences they have.

Each learner has a file held by their tutor that keeps a record of this and is available to learners and parent's/carers. Alongside this, there is a centrally held electronic database that keeps a track of the opportunities given and taken by each individual learner.

At all times all learners are supported by staff to ensure that the decisions they make and pathways which they wish to follow are made fully informed and that they are done so with the best intentions. Our aim is to support each learner to be the best they can be and provide support, guidance and direction for the next steps. All staff that support learners during this process ensure that they support in a manner as to which ensures that whilst maintaining high expectations and aspirational intentions they do not provide unrealistic and unachievable goals and aims and therefore potential future failure for the learner.

Children’s Services: Local Procedure Template

Contents Checklist (Local Sites may add additional items – this is a core list)			

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions