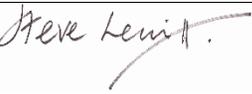


CAREERS POLICY & STRATEGY

Recommended by:	Careers Leader
Recommendation Date	6 th April 2022
Ratified by:	LAGB
Signed:	
Position on the board	Chair of Governors
Ratification Date	6 th April 2022
Next Review:	April 2023
Policy Tier (Central/Hub/School):	School

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Careers Education Information Advice and Guidance (CEIAG)

1. Vision

Our vision for careers education at Gospel Oak School is to develop the knowledge, attributes, skills and experiences of our students to enable them to make effective, informed decisions about their future education, training and employment. All students are provided with careers guidance and opportunities from year 7 to year 13. Gospel Oak School is committed to ensuring that all our students have high quality impartial advice on career opportunities, and that they progress onto appropriate courses or employment on leaving the school. It is very important to us to know that all students are aware of the opportunities available to them and how to get there.

We are committed to ensuring that our students receive the highest quality of Careers Education, Information, Advice and Guidance and deliver a programme that will;

- provide good quality independent careers advice to students which inspires them and motivates them to fulfil their potential;
- provide personal advice and guidance which is in the best interests of, and meets the needs of all students;
- be based on the Gatsby Benchmarks for Good Careers Guidance;
- contribute to the raising of student achievement by encouraging students to develop high aspirations and consider a broad and ambitious range of careers;
- provide opportunities to work in partnership with employers, training providers, local colleges and others;
- provide opportunities to inspire students through real-life contact with the world of work;
- develop enterprise and employability skills including skills for self-employment;
- support inclusion, challenge stereotyping and promote equality of opportunity;
- encourage students to see career development as a life-long process;
- develop students' skills and knowledge of careers including career management skills and knowledge of the local labour market (LMI);
- ensure students are aware of the full range of academic and technical routes available at each transition point so that students have the necessary knowledge to make successful transitions;
- provide opportunities for meaningful encounters with employees, employers, further and higher education and experience of workplaces;
- support social mobility and social justice by improving opportunities for all students, especially those from disadvantaged backgrounds and those with special educational needs and disabilities
- be weaved and embedded into subjects across the curriculum (including PSHE)

2. Commitment

Gospel Oak School is committed to providing structured learning opportunities for work-related learning and economic well-being and intends to fulfil any statutory obligations by;

1. Securing independent and impartial careers guidance for students 11-18, that includes information on the range of education and training options, including apprenticeships and vocational pathways.
2. Decreasing the number of students not staying in education or training or entering employment for at least 2 terms after year 11. The national and local authority average is 6%. The school aims to meet the national Young people who have 4 or more meaningful encounters with employers/employees are 86% less like to become NEET.
3. Meeting all 8 Gatsby Benchmarks by December 2020. This will be measured using the Compass Tool.
4. Ensuring equality, diversity and inclusion is mainstreamed through careers provision, breaking down gender stereotypes, encouraging diversity and raising aspirations for all students.
5. Recognising the importance of providing young people with real-life contacts and experiences from the world of work.
6. Working closely with Connexions, our Enterprise Advisor and other partnerships to assist with raising aspirations.
7. Updating the school website with latest information to support parents, students and employers.

3. Management and Review

Our dedicated Careers Leader (0.6) works within the school to provide links to a range of businesses and networks. The Careers Leader facilitates links to the Local Enterprise Partnership and the Careers Hub and coordinates employer visits both in and out of school. Furthermore, in her expert capacity, will counsel, advise and signpost students to one-to-one help to support them along their desired career pathway.

Key Roles

SLT Link – **Kate Branford**

PSHE Link – **Adam Bradnick**

Governor linked with careers – **TBC**

Careers Leader - **Arvind Batra** (0.6) – L7 Careers Leadership & L6 (0.4) Careers Guidance and Development (Sept 2022)

Careers PSHE Programme delivery - **Form Tutors**

Work Experience Co-ordinator – **Arvind Batra**

Careers & Enterprise Co-ordinator **Sally Stone**

Enterprise Advisor **Richard Egan** – **Real Leaders**

3.1 Implementation Gospel Oak School recognises the importance of effective planning for careers in order to meet the GATSBY Benchmarks and implements the careers programme in the following ways;

3.1.1 Curriculum A dedicated online area is available for teachers to access high quality resources linked to each subject area. Teachers can access these resources when linking their subject to career related learning e.g. during National Careers Week or Apprenticeships week. Virtual and imp-person talks/speakers are also now a key feature of the curriculum, linking careers to the curriculum.

3.1.2 Work Experience In Year 10 students have the opportunity to spend up to a week on work experience. The Year 10 programme is designed around preparing for work experience and sourcing an employer. All year 12 will have an opportunity to participate in work experience/volunteering through opportunities offered and timetabled sessions.

3.1.3 Talks & Visits All students, from year 7 to year 13, will have the opportunity to attend talks and presentations by speakers representing a wide range of professions and sectors throughout the school year. These are given by representatives from companies and aim to inform on the work, opportunities, training and routes into a variety of careers. Talks can be delivered to students looking at pathways which are technical, academic or vocational. Talks are advertised to students in advance. Invitations to events can be targeted to ensure students' particular career interests are met.

- Speakers for Schools
- So you want to be a doctor conference ?
- STEM Fair – A range of employers
- Birmingham University
- NCS
- Construction Apprenticeships – Sandwell Council
- Future First Employer Workshops

3.1.4 Workplace/HE Visits A range of external visits take place throughout the year based on student interest including;

- Campus Experience Days with Aspire to HE
- Young Professionals Event to EY – Insight Day
- HS2 College Open Day
- Speed Networking with the LEP (Black Country Business Festival)
- Opening Doors visit to GTG
- Opening Doors visit to Voestalpine
- World Skills Show
- Apprenticeships Fair
- What Career Live!
- Social Injustice Conference – University of Wolverhampton
- Employer visit to VR Simulations
- Elite Sports Careers – University of Wolverhampton

Students are selected based upon their of area of interest, or maybe as part of their study, or through the promotion of social justice.

3.1.5 Responding to Opportunities Through the vast range of networks, the school is very often offered opportunities throughout the year, relating to a particular subject area, vocation or career pathway. These will be assessed and acted upon on an individual basis through SLT with recommendations from the careers leader, taking into consideration time, cost and impact on school.

3.1.6 Alumni The Academy has over 300 members of Alumni within the database, and utilises these contacts where possible, within the careers programme to inspire young students. For example, a midwife; a student working for Red Bull or Microsoft, a law graduate and an Oxford University Alumni to name a few examples. We have seen great benefit from engaging with relatable role-models.

3.1.7 Drop Down Days Drop Down days are utilised to implement the careers programme. This may be to facilitate employer encounters, UCAS administration, options events and enterprise days.

3.1.8 PSHE Lessons Careers lessons and resources are used during PSHE lessons for at least one half term. Careers lessons are delivered by tutors using high quality bespoke resources and mapped against the CDI Framework for each year group, and are implemented at key transition points. Resources are sourced by Careers Leader, SLT Link and PSHE Lead.

3.2 Student Entitlement All students will:

Take part in a careers programme through the implementation plan as outlined above and the PSHE programmes in years 7-13 that helps them to:

- Receive a number of encounters and interactive experiences to learn about the world of work
- Be supported at key transition points to make informed decisions (year 9, 11,13)
- Understand their education, training, employment and other progression opportunities
- Develop the skills they need to plan and manage their own personal development and career progression
- Access relevant information and learning from taster activities and experience of work (year 10 & 12)
- Provide feedback and ideas on how to improve the careers programme.
- Have access to, and support with using careers information that is both timely and easily accessible, including information from other providers, unifrog, the library and sixth form which is unbiased and up to date.

Obtain careers guidance that is:

- Impartial
- Confidential
- Focused on their individual needs and is fit for purpose
- Supportive of equal opportunities
- Provided by people with relevant training and expertise

Labour Market

- Students will be kept up to date with changes in the labour market and the future of work through assemblies and events.

Year 7

Name of session	Details of session	Delivered by	GB 1-8
Challenging Stereotypes	An Interactive drop down day with a number of people from the world of work.	Careers Leader in partnership with Careers Hub.	2,5,4
PSHE Careers Programme	7 Week Cre8tive Careers Year 7 PSHE Programme <ol style="list-style-type: none"> 1. Careers and your future 2. Transition points in your life 3. Personal Skills and Qualities 4. Finding Careers Information 5. Character Traits and Skills 6. Career Management 7. Smart target and Action Points 	PSHE Teachers – timetabled weekly lessons	4
Morgan Stanley Project	ESG Business Challenge – solving problems for businesses	Teams from Morgan Stanley	4, 5, 6

Year 8

Activity	Details	Delivered by	GB 1-8
	Interactive Workshop, exposure to an unknown/new sector from the Black Country	Any provider – to promote a sector e.g. NHS, Engineering, Professional Services, Coding	2, 4, 5
Team Building	Students learn why teamwork is important in the workplace (employability skills)	External Provider	3, 5
Interviews	Students present their dream job and aspirations in an 'interview' setting and receive feedback. Prior learning during tutor times.	Interviews conducted by a range of partners and employers of the Gospel Oak School	1,2,3,4,5,6,7,8

Maths in the real world	Budgeting and finance	The Money Charity	4, 5
Assembly	End of day to celebrate and reward engagement	Head of Year	
PSHE Careers Programme	7 Week Cre8tive Careers Year 8 PSHE Programme 1. Careers Interests and jobs 2. Labour Market Information 3. Making Decisions 4. Exploring Careers 5. Options and Pathways 6. Qualifications and Pathways 7. Skills and Qualities revisited	PSHE Teachers – timetabled weekly lessons	4

Year 9

Year 9 Autumn - An opportunity for Year 9s to consider their Guided Choices Options for GCSE. A drop down day and series of tutor led sessions at a key transition point for the students.

Name of session	Details of session	Delivered by	GB 1-8
An introduction into the 'Options' process and your pathways for the future	A step by step guide on how and why students need to make this next decision, explanation of EBAC, choices, how the whole process will work	Form Tutors/designed by careers lead and SLT	3,4,8
Subject Tasters	An opportunity to 'try before you buy'	Subject departments	
Learning about Labour Market Information	A bespoke programme about the Labour Market in the Black Country	Local Employers	2,5
What is an Apprenticeship?	Using the resources on the Amazing Apprenticeships website, students learn all about apprenticeships.	Form tutors	2,5,8
What is University and how can I get there?	A motivational session with activities to understand the qualities required to become ready for University even at this young age.	University of Birmingham	7,8

A survey to let us know your interests	It's important for us to know your thoughts so that we can shape our support and help you make informed decisions	Careers Leader	3
Parents Evening with a Subject Marketplace	An opportunity for Year 9 and their parents to discuss subject choices with teachers directly	All subjects departments	4,3,8
1:1 Interview with every student	Opportunity for student (and parent) to discuss choices and aspirations with SLT/Careers/Pastoral staff. QA subject choices	SLT/Careers/Pastoral	3,8
Unifrog Launch	A launch for all Year 9 students to start accessing the utilising the platform as part of the Guided Choices/Options process. e.g. Subject libraries.	Careers Lead/Pastoral Team/Form Tutors	2,3,4,5,6,7
PSHE Careers Programme	<p>7 Week Creative Careers Year 9 PSHE Programme</p> <ol style="list-style-type: none"> 1. Understanding the Workplace 2. Jobs and Occupations 3. Occupation Classifications 4. Business Structures 5. Work Hierarchy and Structure 6. Equality and Stereotypes in the Workplace 7. What is Enterprise 	PSHE Teachers – timetabled weekly lessons	

Year 10

Name of session	Details of session	Delivered by	GB I-8
HEALTH & SAFETY BRIEFING ASSEMBLY	1 hour assembly by External WEX Company	Work Experience Services or other provider	5,6
LOGGING ON SYSTEM IT	Every student will require time to log onto system – IT suite require	Work Experience Services	5,6
WEX Works	This session will launch the Gospel Oak WEX programme. It will encourage students to devise their very own WEX Action Plan with step by step instructions with support from key staff.	Tutor Led	5,6

PSHE Careers Programme	<p>7 Week Cre8tive Careers Year 10 PSHE Programme</p> <ol style="list-style-type: none"> 1. Employment & Financial Management 2. Importance of saving money 3. Importance of saving money 4. Employment Rights 5. Understanding a Payslip 6. What are enterprise Skills 7. Targeted Advertising - Online 	Delivered during Tutor time	4
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Year 11

Name of session	Details of session	Delivered by	GB 1-8
Options after Year 11 Assemblies – invite colleges & providers as appropriate	<p>Explanation of the routes Vocational/Technical/Academic 6th Form Apprenticeships College Implications for future careers – subject choices University</p>	SLT/Head of P16/Careers Leader	2,3,5,7,8
CV Writing Workshop	Students given template and handwrite CVs ready to type up later, and develop in tutor sessions	Employers/ Careers Leader	2,3,4,5,7,
Preparing for Interviews, and presenting yourself to employers	PSHE Session in Tutor time	Tutors, and where possible invite employers.	2,3,4,5,7
Apprenticeship Workshop (for relevant students)	How to find an apprenticeship	Amazing Apprenticeships or other provider	2.3.4.5.7.8
What can Gospel Oak School 6 th form offer you? Open Evening,	<p>Curriculum Trips UCAS Support Careers Support</p>	Head of P16	2,3,4,5,7,8

Assemblies, in school events	Motivational Speakers Programme Work Experience Bursary		
Labour Market Assembly	Jobs of the future -What are they? -What skills are required of the future labour force? -Jobs no longer needed	CEC Materials/Careers Leader	3,5,8
1:1 Careers Guidance Interview	Support with decision-making, exploring options	Careers Advisor	3,8
PSHE Careers Programme	7 Week Cre8tive Careers Year 11 PSHE Programme <ol style="list-style-type: none"> 1. Post 16 Options 2. Planning for the Future 3. Personal Branding 4. Making Applications 5. Interview Preparation 6. Writing a personal statement 7. CV Writing 	Delivered during Tutor time	4

Post 16

Name of session	Details of session	Delivered by	GB 1-8
Y12 Skills Show	NEC World Skills Show	P16 Tutors	5, 7
Y12 University Statement Writing and Research Workshops	A series of UCAS related workshops to ensure students are prepared for UCAS applications, student finance etc.	Head of P16 Alumni Aspire to HE	7,8
Y12 & 13 1:1 Guidance	Students offered 1:1 Guidance to support decision-making process	Careers Leader/Advisor	8
Y13 Application Support Day	Students have the opportunity to finalise UCAS statements, search for and apply for	Aspire to HE DWP	7, 8

	apprenticeships with the support of external experts	Newman University Employers	
Year 12 Aspire to HE Outreach	Visit to a University Subject related session	Aspire to HE University Faculty University of Wolverhampton	7, 8
Motivational Monday/PSHE	Guest Speakers every week	Colleges, Apprenticeship providers, Universities, UCAS, role models etc.	1,2,3,5,6,7,8
Year 13 Apprenticeship Support	The Not Going to Uni Group set up on a virtual group to access latest vacancies and access intense support for vacancies, interviews, applications etc.	Careers Leader UCAS	2,3,5,6,7,8
P16 Curriculum Linked Workshops	<ul style="list-style-type: none"> • Business Studies – Live Interactions with relevant Businesses e.g. Accord Housing • Sport – UCFB, University of Wolverhampton • Health & Social Care – NHS Careers • Art – Wolverhampton University Arts Faculty • Criminology – Virtual Talks with Speakers for Schools/CPS/Faculties • 	Careers Leader/Subject Teachers	2,4,5,6,7,8,
PSHE	Bespoke Tutor/Assembly programme	Head of P16 P16 Tutors	4

3.3 Staff Development

Staff training for careers education is identified in conjunction with the Assistant Vice Principal for Pedagogy and Curriculum. A budget to support staff development for careers has been allocated. A dedicated resources area is also available for staff to access.

3.4 Funding and Resources A dedicated budget is allocated to careers education. This is monitored and deployed effectively by the careers leader to ensure all aspects of the plan can be implemented. This is reviewed annually with the finance officer.

3.5 Monitoring and Evaluation

To monitor the careers provision at the Academy, the Gospel Oak School will

- use 'Compass', an online self-evaluation tool, to assess how our careers support compares against the Gatsby benchmarks and the national average. We will baseline ourselves using this tool, consider the opportunities to improve our careers programme based on our results, and track progress against the Benchmarks over time. The new compass plus toll will also allow us to track student engagement individually.
- We will analyse our student destination data over three years to ensure our students are entering high quality destinations and more importantly are remaining in those destinations.
- Keeping in touch and asking for feedback from Alumni, will support us to refine our careers programme further.
- We will evaluate student participation through our Distinctiveness Tracker, ensuring students receive a great number of employer encounters/interactions and opportunities, and where gaps occur, creating opportunities for participation.
- Students have access to Unifrog where they are able to access and create information online, about their own career journey. Unifrog allows students to bring all the available information into one single, impartial, user-friendly platform that helps students to make the best choices, and submit the strongest applications. Use of the platform can be monitored and measured through data available by the administrator.
- After careers events we will offer the opportunity for feedback from students, staff and external employers about their experience and consider the comments to further improve our careers offer and make changes as necessary.

4. Partnerships/Service Level Agreements

Aspire to HE

Aspire to HE is a partnership funded through the Uniconnect Programme and led by The University of Wolverhampton to support the government's goal to increase the number of disadvantaged young people entering higher education by 2020. Uniconnect supports 29 consortia across the country to work with young people from targeted postcodes. Aspire to HE covers the areas of Sandwell and Dudley, Walsall and Wolverhampton, and Telford and Wrekin.

Gospel Oak School is committed to working in partnership with Aspire to HE to raise aspirations of our students and work in collaboration to strive to create opportunities for young people who have the ability to succeed in higher education but who may lack some of the skills, aspirations or information necessary to take that step forward.

Careers & Enterprise Company Careers Hub

Gospel Oak School is an active member of the Black Country Careers Hub. The Black Country Careers Hubs is made up of 36 schools and colleges, including 2 special educational needs providers, working together with Enterprise Advisor Networks, universities, training providers, employers and career professionals to improve careers education.

The Black Country Hub has access to support and funding to help them meet the eight Gatsby Benchmarks of excellent careers education. This includes:

- A 'Hub Lead' to help coordinate activity and build networks
- Access to bursaries for individual schools and colleges to train as 'careers leaders'
- Central Hub Fund equivalent to around £1k per school or college
- Access to funding for schools to support employer encounters
- An Enterprise Advisor from Industry
- Up to date Labour Market Information
- Access to Employers and workplace visits

Connexions

We work in partnership with Connexions to ensure our most vulnerable students enter into positive destinations. Up to 10% of the cohort in year 11 and 13 are allocated to a Connexions advisor.

5. Engaging Parents/Carers

We recognise the important role that parents play in their child's career education and encourage parents to develop their knowledge and confidence to support their child. We support parents by;

- Invitation to parents evenings/events
- Regular updates about careers education events
- A dedicated parents section on the school website
- Labour Market information reports sent out
- Careers newsletters
- Access to careers advisor

6. Relationships to other internal policies

This policy should be read in conjunction with

- PSHE Policy
- Provider Access Policy
- Pupil Premium Policy
- Safeguarding Policy

7. Statutory Guidance

Gospel Oak School complies with the school's legal obligations under Section 42B of the Education Act 1997 for provider access. Several events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents. Our Provider Access Policy is available on the careers section of the website.

It is now a Government expectation that all schools use the Gatsby Benchmarks to help them meet their legal duty and to improve their careers provision. By adopting them, we can be confident that we are fulfilling our legal duties as outlined by the DfE. The 8 Gatsby benchmarks, developed by The Gatsby Charitable Foundation, are described as defining a "world-class standard of excellent careers guidance".

The benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Gospel Oak School aims to achieve the GATSBY Benchmarks through extensive partnership links in order to engage a wide range of contacts for the benefit of our students thus providing high quality experiences to enable them to make informed and ambitious decisions for their future, whether this be an academic, vocational or a technical pathway.

Gospel Oak School endeavors to follow best practice guidance from the careers profession, from other expert bodies such as Ofsted and from Government departments that might appear from time to time. We recognise that we have a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) We are committed to providing a planned programme of impartial careers education and information, advice and guidance (IAG) for all learners, and to provide extra support as required for learners with additional needs. Guidance should promote the best interests of the pupils to whom it is given. The significance of inspiring every pupil through real-life contacts with the world of work is emphasised with a large range of contacts established to support the needs of the students. To meet the

school's legal requirements therefore requires combining in-house arrangements with advice and guidance from independent and external sources.

Independent careers guidance **must**:

- Be presented in an impartial manner
- Feature information on the range of education or training options, including apprenticeships and other vocational pathways
- Promote the best interests of the students to whom it is given

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