|  |  |  |
| --- | --- | --- |
| Gatsby Benchmark | Gatsby Statement | Strategy |
| 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 students, parents, teachers, governors and employer. | * A clear Careers Programme and Careers Education Curriculum accessible on the website * The programme and curriculum is supported and monitored by the Senior Leadership Team and has the approval of the board of Governors * The careers programme is embedded throughout the curriculum * Growing links with a variety of employers * Consistent work experience programme * Established enterprise programme ‘Fox Lodge’ * Established vocational pathway ‘Allotment’ * Staff CPD on careers * 6 form display to showcase careers * National Careers week to the KS3, KS4 and KS5 calendar * Careers Leader Training undertaken |
| 1. Learning from career and labour market information | 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 best use of available information. | * Students have access to information regarding careers and possible transition pathways * EHCP plan for students is revised each year as necessary * Transitions Team support students/parent/carers to plan for adulthood in KS5 * Links with Careers Enterprise Company, Chamber Schools and Leicester and Leicestershire Enterprise Partnership * A range of career resources available * Employer and Workplace visits |
| 1. Addressing the needs of each student | 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. | * Destinations of each student will be collected, monitored and reviewed to ensure we are meeting the needs of each student * Careers programme is tailored to meet the needs of all our students * Lesson plans and resources are differentiated appropriately for all students * IEP plans target areas of development and skills in preparation for adulthood * We work in partnerships with parents/carers to target specific areas of difficulty * The Careers Programme promotes and celebrates diversity, supporting all students to succeed and achieve their potential * Vocational profiles are developed for students, documenting their individual skill’s, abilities, interests and aspirations * Students’ experiences of careers and enterprise activities are recorded in their individual Careers Passport |
| 1. 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. | * Careers and work based learning are embedded throughout the curriculum * Classroom activities are designed to help student build the necessary skills, knowledge and independence for adulthood, as identified in the ‘Preparation for Adulthood’ documentation * Through the use of pathways the curriculum is tailored to the individuals needs and learning outcomes * The development of a range of links with different industries so that students are able to gain insight into a range of sectors * Careers strategy is regularly shared to engage staff and identify their role in the programme * Where appropriate entry level qualifications are taught in KS4 and 6th Form |
| 1. Encounters with employer and employees | 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. | * Engagement with a variety of businesses to offer our students meaningful encounters with employers * The delivery of meaningful work based experiences to our students * Regular enterprise, vocational and voluntary initiatives that are students contribute to the success of * Participation in the annual Local Offer Live event |
| 1. Experiences of work places | Every student 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. | * Students engage with work related learning in different settings during the 6th form * Establishing a bank of core work placement opportunities for KS4 and 6th * Support is built around the individual and is tailored to their aspirations as identified in their EHCP * Educational visits incorporate careers in some capacity |
| 1. Encounters with further and higher education | 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 colleges, universities and in the workplace. | * All students will be made aware of further/higher educational opportunities that are available to them * Independent travel training is delivered where appropriate in KS4 and 6th form * Students are supported to enhance their skills, providing opportunities for greater responsibility and challenge, as part of career progression and development * Students are encouraged and supported to attend local open days |
| 1. Personal guidance | Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. | * Students career pathways and transitions are reviewed each year during the Annual Review * Individual programmes of support are identified and delivered * Students/parent/carers have the opportunity for an individual carers meaning if required * Useful links and resources are provided on the school website for students and their parent/carers to access |