



Faringdon Community College

Careers Policy 2021-24

Introduction

This policy statement sets out the school's arrangements for managing Careers Education, Information, Advice and Guidance (CEIAG) in line with the government's [Careers Strategy](#) published December 2017 -making the most of everyone's skills and talents, which states the school is responsible for arranging impartial careers guidance for their students, ensuring young people receive information and guidance to understand the full range of options available to them, and allowing provider access to all students

Careers related learning has been proven to support young people to achieve their full potential, raise aspirations, and decrease the chance of students becoming NEET —not in education, employment or training post 16.

Vision and Values

We want our students to be ambitious, successful and resilient, as well as realistic with their career aspirations, as they continue their learning and work career. We aim to provide every student with impartial high quality careers information, advice and guidance, tailored to the need of each student. We will provide all students with access to up-to-date careers pathways, including further and higher education, apprenticeships and T Levels. All students will be offered support at key points of transition to enable them to make positive and aspirational choices for their future progress. In addition, we will offer a variety of opportunities and meaningful experiences, both in curriculum time and as extra-curricular activities, so students can develop the skills needed for life beyond school. This will include meeting a range of employers, and further and higher education, and training providers. We will also aim to provide parents and carers, as key influencers, with the information they need to support their students with their careers-related learning and decision making at key stages.

We will challenge stereotypes, promote equality and do all we can to prevent any student becoming NEET —not in education, employment or training post 16.

Our vision is that our students will be inspired for their future, make positive choices and have the skills and qualities necessary to manage their learning and work career.

Statutory requirements and expectations

We are committed to fulfilling our statutory duties in relation to careers and this policy will be implemented in conjunction with:

- [Careers guidance and access for education and training providers - GOV.UK \(www.gov.uk\)](#)
- [The Gatsby Charitable Foundation's Good Career Guidance Report 2014](#)
- [Careers Strategy: Making the most of everyone's skills and talents. Dec 2017](#)



We will work towards meeting all eight Gatsby Benchmarks and will use the Compass Plus self-evaluation tool to assess provision against the benchmarks and identify any areas for improvement.

School commitment:

As a school we have a statutory duty to provide students in Years 8 to 13 with impartial careers education, information, advice and guidance. Good careers guidance widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

Students are entitled to:

- Independent and impartial careers information and guidance about all the options available including FE, HE, apprenticeships and T Levels
- Support and guidance to help make choices and plan for the future especially at key decision points, including GCSE options, post 16 choices and post 18 choices
- A programme of careers related learning designed to enable students to gain knowledge and experience, and develop confidence and skills, so they make positive choices and successful transition to further learning or work
- Have opportunities to hear from and/or meet a range of education and training providers and employers (including STEM employers) - at least one employer each year from year 7 to year 13
- Reflect on how subjects support their career learning
- Understand how the school measures and assesses the impact of the careers programme on students
- Have specific support relevant to further needs

General outline of careers related learning by key stage	
KEY STAGE 3	<p>Year 7: Identify employability skills. Look at different employment sectors, roles and current employment trends. Challenge stereotypes. Look at raising aspiration and identify own skills and strengths.</p> <p>Year 8: Gain an awareness of a wider range of different types of employment and career routes. Learn about Labour Market Information Learn more about the skills in demand in the workplace. Explore career options through a Human Library activity</p> <p>Year 9: Develop research and planning skills. Identify strengths, interests and qualities. Think about career goals and plan inform KS4 option choices. Explore how maths is required in all career through Maths at work activity.</p>



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KEY STAGE 4	<p>Year 10: Start to learn about Post 16 options –information, key websites, careers events Develop employability skills Learn more about career opportunities and labour market information Work experience – either in person or virtual</p> <p>Year 11: Understand options and application process for Post 16 learning Identify personal skills, strengths and qualities and how to promote these in applications Prepare for selection processes such as CVs and interviews Reflect on and plan for next steps though career guidance interview.</p>
SIXTH FORM	<p>Years 12 & 13: Understand all options for Post 18 Develop Post 18 careers plan Understand application process – UCAS or Apprenticeships Improve employability skills Gain a better understanding of their proposed career/sector through Work Experience (specific to Post 18 path)</p>



Management and Delivery

The careers related learning programme will be delivered against the eight Gatsby Benchmarks and the CDI Learning outcomes framework (April 2021):

The Gatsby benchmarks of Good Career Guidance (Appendix 1):

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

CDI Learning Outcomes Framework, April 2021 (Appendix 2):

- Grow throughout Life
- Explore possibilities
- Manage career
- Create opportunities
- Balance life and work
- See the big picture

Staff development:

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, we will support training delivered through Inset and personal development training as required. We will also offer training to new staff as part of their induction.

Funding and resourcing:

Funding for careers related learning will be allocated in the school budget. Resources already allocated include staffing and funding for Futures and Aspirations Days and other events.

Teaching, learning and assessment:

Careers provision will be delivered across curriculum,

Information, advice and guidance:

We will ensure that all students have access to independent and impartial career guidance and to ensure that students have access to information and advice about all pathways. Mrs Belcher is available in school for 121 careers interviews with priority given to students in year 11.

Monitoring, reviewing, evaluating and reporting

Compass Plus, a self-assessment tool for careers delivery, provided by the Careers & Enterprise Company, will be used to evaluate delivery of careers related learning across year groups and benchmarks. Evaluations will be completed termly.

Student destination data will be collected and shared with the Education & Employment Team at Oxfordshire County Council as requested.

Review date October 2024



The purpose of review is to identify improvements that could be made. Students will be surveyed at key points to check the outcomes reflect the policy aims. Following review, at the end of each academic year, any amendments will be made to the Careers Development Plan for the following academic year.

Stakeholders and partners

We welcome working with others in planning, implementing and reviewing our careers related learning provision. It is only by engaging with staff, students, parents, employers and other organisations that we can ensure our provision will meet the needs of all students and is fit for purpose.

Staff: We will ensure all staff in school are aware of the careers related learning provision offered by the school and that staff are kept up to date on learning pathways and careers related learning news.

Parents/carers: We recognise the important role that parents have in their child's career development. We will ensure parents/carers have access to details of the school careers programme on our website, understand how the school measures and assesses the impact of the careers programme on students and has access to previous cohorts' destination data.

Employers: It is essential that we engage employers in our careers related learning provision. We will share the Careers Development plan with our Enterprise Advisers and continue to meet with them termly to seek their perspective and advice. We will invite employers from a wide range of sectors to participate in careers related activities and we will aim to meet Gatsby Benchmark 5 across all year groups by end 2023.

Organisations: We will continue to work with the Careers & Enterprise Company, Oxfordshire County Council, the South Oxfordshire Learning Partnership, OxLEP Skills and all local Further Education Colleges and training providers.



APPENDIX 1 GATSBY BENCHMARKS

The Gatsby Benchmarks

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 employers.
2. **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.
3. **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.
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 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.
6. **Experiences of workplaces.** 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.
7. **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 schools, colleges, universities and in the workplace.
8. **Personal guidance.** Every student 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.



Appendix Two: CDI Careers Learning Outcomes Framework, April 2021

Learning development areas, Careers Development Learning Spiral & Mapping to Gatsby Benchmarks

How does the Benchmark support pupils to...

	Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
1. A stable careers programme	The careers programme should include learning outcomes to identify and communicate the connection between what activities take place and the overall vision, purpose and aims of the programme. These outcomes can also be used to aid in the evaluation of the programme.					
2. Learning from career and labour market information	Provide examples of the value of learning and qualifications and their connection to career.	Encourage exploration and analysis of information about the labour market.	Illustrate common career challenges and examine how they can be overcome.	Encourage exploration of entrepreneurship, and self-employment as a career route.	Raise awareness of rights and responsibilities and provide examples of different work-life balance.	Provide labour market data, policies and issues for analysis and discussion.
3. Addressing the needs of each student	Shows how recording achievements can support lifelong learning and reflection.	Use destinations data to provide institutionally specific labour market information, career stories and alumni contacts that can be fed back into the career programme. Identifies how to differentiate delivery to meet the needs of particular students including pupil premium and SEND learners.			Challenge stereotypes and their relationship to life roles, work-life balance and career destinations.	
4. Linking curriculum learning to careers	Use the Framework to audit other subjects' curricula, highlighting existing career learning content and identifying opportunities to address career. In many cases it will be possible to identify existing learning outcomes in other subjects which align closely with the six areas in the Framework.					
5. Encounters with employers and employees	Encourage visiting speakers to talk about their experience in education, their qualifications and their professional development.	Encourage visiting speakers to talk about the roles that are available in their workplace and sector.	Encourage visiting speakers to discuss the way in which they have managed their career.	Invite entrepreneurs and other speakers who have changed the opportunities that were open to them through their actions.	Encourage visiting speakers to talk about what they do when they are not at work and how they balance the demands on their time.	Invite politicians, campaigners, trade unionists and other experts to talk about the politics of career.
6. Experiences of workplaces	Prepare pupils for experiences of work by helping them to develop questions to find out about the roles available in the workplaces that they are visiting, what qualifications people need to get those roles and how you progress within the organisation.			Offer enterprise competitions and other experiences of entrepreneurship.	Encourage pupils to use their experiences of work to find out about how others balance work with life.	Support pupils to think about how the organisations that they are visiting operate, what they contribute to society and the economy and what they might be lauded or criticised for.
7. Encounters with further and higher education	Use these encounters to support pupils to think about the relationship between learning, work and career.	Create opportunities for pupils to find out about the full range of educational and training pathways.	Discuss the way in which a commitment to lifelong learning (including returning to learning) can open up new opportunities and support progression.		Recognise learning as a part of life which people need to make time for.	Discuss the politics and economics of the education system, including who pays and why.
8. Personal guidance	Use personal guidance interviews as an opportunity to reflect on what activities pupils have participated in, what career learning they have done, how this contributes to their longer term life goals and what further support they need to put their plans into action.					

The six learning areas

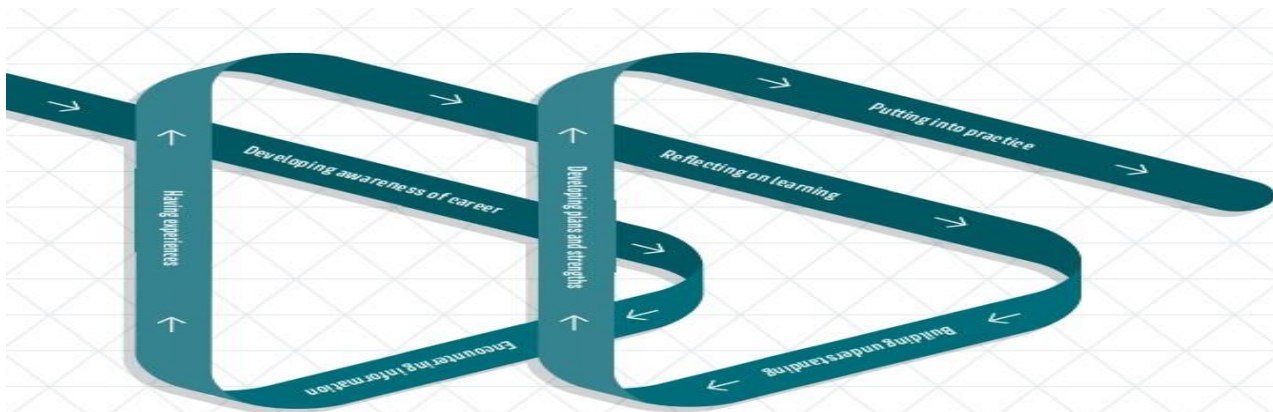


Figure 2
The career development learning spiral