

Careers Strategy

All students are entitled to careers education, advice, guidance and information that is impartial and confidential. The programme will aim to raise aspirations, challenge stereotypes, promote equality and diversity, inclusion and anti-racism. To achieve this, the school will use the Gatsby Benchmarks.

A stable careers programme

Having an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

Activity	Intent	Intended Impact	Quality Assurance
A careers SLT link	Vicky West is the SLT careers lead Link	To provide an oversight to SLT as the direction of careers provision across the school. Support in identifying any area of concern and ensure that careers is embedded across the school's curriculum	Regular meetings and feedback with SLT
A Careers Lead	Charlotte Gale -Careers Lead	To lead on a day to day basis the careers provision across the school. To ensure that careers provision fully meets the Gatsby benchmarks and to oversee the evaluation and impact.	Fortnightly meetings help with Vicky West to quality assure provision.
A careers advisor – Level 6	Amy Lynch – Freelance Careers advisor that is employed on an annual basis.	To provide 1:1 career support and guidance to the students. Priority being given to key groups, year 11 and 13.	Student voice and surveys
An careers admin assistant	Zoe Etches	To provide admin support for collating data, organising appointments, trips and communication with external agencies, companies, parents and students who come to the next steps hub for advice.	Yearly appraisal overseen by Charlotte Gale

Learning from career and labour market information

Providing students and parents with access to good quality information about future study options and labour market opportunities. They will need the support of an informed advisor to make the best use of the available information.

Activity	Intent	Intended Impact	Quality Assurance
Curriculum Links to labour market information included with departmental SOL	SOL for all subjects have careers embedded into the subject specific projects	To ensure that students have an understanding of careers and how they link to specific subject specialisms.	Lesson observations and learning walks.
Charlotte Gale attends Frome Council Vocational Training Meetings	To learn about new career opportunities and barriers that are affected current local employment. To make links and contacts with local employers and support agencies.	To support our career curriculum planning and help us be aware of what employment opportunities exist in the local area. To be able to form good links that can support our students with different aspects of our career provision.	Issues raised discussed with SLT link and career provision adapted if applicable. Attendance and support provided by the community at our career curriculum events.
Career Talks to be held 3 times a year.	To widen student knowledge of career opportunities. To understand the journey needed to progress into specific careers. To learn about what companies and opportunities are available to us in our area.	For students to have the opportunity to meet a wide variety of people to discuss their careers and provide an insight into the world of work. To inspire our students and for them to learn how it may look in the future. To challenge stereotypes and for students to meet people from different backgrounds.	Feedback from, employers, staff and students. (survey and written/verbal feedback)
Promoting the use of Unifrog and careers pilot at parent raising achievement evenings and during tutor time.	To support students and parents with understanding the career opportunities that are available and where specifically in the country these jobs are.	So students have accessible resources so that they can independently research career ideas.	Monitoring students usage. Planning tutor time IT time so students can access the software.

Addressing the needs of the students

To focus on 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.

Activity	Intent	Intended Impact	Quality Assurance
1:1 Careers Guidance	Each student will receive a 1:1 careers interview in Year 11 and on request in Year 13. Appointments available to year 9, 10 and 12 upon request and in the spring/summer term.	To ensure that each and every student has been provided with tailored information specific to them.	Student voice interviews and questionnaires. (Term 4)
Next Steps Hub	To provide a drop in facility where students can get support and advice about their next steps.	To provide students with a positive and supportive environment to gather research. To help build students confidence to make informed decisions.	Destination data and use of the facilities.
Somerset Works Intervention – Transition Panels	Year 11 students with SEND, vulnerable and at risk of being NEET are reviewed and referred to Somerset Works if applicable	To ensure that these students are supported into an appropriate post 16 option route.	Destination Data
Year 11 and 13 - Applying for apprenticeships workshop (ASK programme)	Support for students who would like to apply for an apprenticeship.	To give students tips and the knowledge to confidently know how and where to find an apprenticeship.	Destination Data Student feedback

Linking curriculum learning to careers

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

Activity	Intent	Intended Impact	Quality Assurance
Each SOL has outlined which careers link to that subject/topic.	PowerPoints and lesson plans should include links to potential careers.	To gain an understanding of how their learning links to potential careers.	Lesson observations and monitoring the use of SOL
Enrichment and school trips that explore potential careers	To provide students with subject specific enrichment that may lead to exploring potential careers within the visit.	To gain an understanding of how their learning links to potential careers.	Student and staff feedback.
Workshops from external support that link to careers	To provide students with subject specific enrichment that may lead to exploring potential careers within their experience.	To gain an understanding of how their learning links to potential careers.	Student and staff feedback.

Encounters with employers and employees

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

Activity	Intent	Intended Impact	Quality Assurance
Career Talks which are held 3 times a year.	To widen students knowledge of career opportunities. To understand the journey needed to progress into specific careers. To learn about what companies and opportunities are available to us in our area.	For students to have the opportunity to meet a wide variety of people to discuss their careers and provide an insight into the world of work. To inspire our students and for them to learn ow it may look in the future. To challenge stereotypes and for students to meet people form different backgrounds.	Feedback from, employers, staff and students. (surveys and written/verbal feedback)
Enrichment and school trips that explore potential careers	To provide students with subject specific enrichment that may lead to exploring potential careers within the visit.	To gain an understanding of how their learning links to potential careers.	Student and staff feedback.

Experiences of workplace

Every pupil 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.

Activity	Intent	Intended Impact	Quality Assurance
Year 10 and 12 work experience	A full week of work experience of their own choice.	To gain first-hand experience of the world of work and to help inform their future choices.	Contact made with employers and students during the work experience week.
Enrichment and school trips that explore potential careers	To provide students with subject specific enrichment that may lead to exploring potential careers within the visit.	To gain an understanding of how their learning links to potential careers.	Student and staff feedback.

Encounters with further and higher education

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 the workplace.

Activity	Intent	Intended Impact	Quality Assurance
Assemblies and career café sessions delivered by local colleges and universities	Assemblies and sign-up sessions to career cafes are available to year 9-13.	So that all students are aware of the wide range of courses available post 16	Student voice and questionnaires that are held throughout the year.
Year 12 and 13 trip to the University and apprenticeship fair	Students have access to a wide range of course and apprenticeship providers	To help students be able to make informed choices and ask questions about courses and employment opportunities.	Student voice and questionnaires that are held throughout the year.
TAG student trips to universities	Aimed at year 9-10, students experience workshops and meet lecturers by visiting various universities.	To raise aspirations, motivate and help inform next step decisions.	Student voice and questionnaires that are held throughout the year.
Parent/carer and student trip to a university	Year 10 PP students to attend a tour of a university with a parent/carer to learn about life at university.	To allow parents to ask questions and to give an insight into current university life. To inform and inspire our students and to provide information so that families can provide support.	Student voice and questionnaires that are held throughout the year.
Year 11 College trip for identified students	Support for specific Year 11 students so that they can visit local further education establishments.	To support with transition and provide the students with a positive first-hand experience. To help support college transition so it feels less daunting.	Student voice, engagement with the application process and destination data.

Personal Guidance

Every student should have opportunities for guidance interviews with a level 6 career advisor. These should be made available whenever significant study or career choices are being made.

Activity	Intent	Intended Impact	Quality Assurance
One to one career advice delivered by our freelance level 6 Careers Advisor.	Each student will receive a one-to-one appointment in year 11 and are on request in year 9,10,12 and 13.	To support students with their next steps and to provide them with the knowledge to confidently make informed decisions.	Student voice and questionnaires that are held throughout the year. Analysing intended and actual destinations data.