

Careers Policy

Fearns Community Sports College: Careers Policy

Mission Statement

We want to prepare young people for working life and equip them with the tools required to make well informed, aspirational and realistic decisions. Together we can achieve this by ensuring young people are aware of:

- Their skills, abilities and potential;
- Their options, the world of work and how to capitalise on opportunities;
- How to link this knowledge and understand together to facilitate successful career planning.

Statutory Guidance

Statutory duty¹ requires governing bodies to ensure:

- All registered pupils at the school are provided with independent careers guidance from Year 8 (12-13 year olds) to year 13 (17-18 year olds).
- A Provider Access policy statement is published, setting out the opportunities school provides for education and training providers to access pupils in year 8 to year 13.
- The school is working towards achieving 100% in all 8 Gatsby Benchmarks
- The school has a named person who fulfils the role of Careers Leader to lead the careers programme.
- The school publishes details of their careers programme for young people and parents.

Responsibilities of the school: Aims and Statement of Intent

In response to these developments, the school will:

- Work towards achieving the 8 Gatsby Benchmarks as part of statutory duties.
- Ensure young people get the support they need to make well informed, realistic decisions about their future through careers education, information, advice and guidance.
- Have appropriate, up to date, accurate and impartial information and resources that all young people can access regardless of race, gender, religion, ability, disability, social background or sexual orientation.
- Ensure the organisational policies relating to careers education, information, advice and guidance (CEIAG) are up to date and regularly reviewed and reflect this code of practice.

¹ Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff, October 2018, Page 9

- Empower young people by informing them of how they can access CEIAG to help them plan their future and make well informed, realistic decisions.
- Offer all young people access to impartial and independent careers guidance by a qualified guidance professional, at a time and place that suits their needs.
- Ensure that all staff working with young people are offered and access ongoing training about qualifications/progression pathways and other relevant subjects.
- Work in partnership, where appropriate, with opportunity providers including employers, FE and training providers, and youth support services.
- Working with parents/carers to offer them information, advice and guidance to help them, help their son/daughter.
- Involve young people and other stakeholders in the design, delivery and evaluation of CEIAG programmes.
- Promote equality of opportunity, celebrating diversity, challenging stereotypes and raising aspirations.

How we will fulfil our statutory obligations, meet our aims and achieve our mission statement

Working closely with the Careers and Enterprise Company (CEC) and utilising the CEC Compass benchmark assessment tool, (FEARNS) is committed to achieving 100% in the 8 Gatsby Benchmarks²:

BENCHMARK 1: A STABLE CAREERS PROGRAMME

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

BENCHMARK 2: LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

Every student, and their parents, has access to good quality information about future study options and labour market opportunities. The support of an informed adviser is available to make best use of available information.

BENCHMARK 3: ADDRESSING THE NEEDS OF EACH STUDENT

Students have different career guidance needs at different stages. Opportunities for advice and support is tailored to the needs of each student. The school's careers programme looks to embed equality and diversity considerations throughout.

BENCHMARK 4: LINKING CURRICULUM LEARNING TO CAREERS

All teachers aim to link curriculum learning with careers. STEM subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.

BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

Every student has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace through a range of activities including visiting speakers, mentoring, enterprise schemes, career fairs, employer fair, mock interviews to name a few.

² Good Career Guidance: Reaching the Gatsby Benchmarks, The Gatsby Charitable Foundation, April 2018

BENCHMARK 6: EXPERIENCES OF WORKPLACES

Every student in year 10 is given the opportunity to have first-hand experiences of the workplace through work experience to help their exploration of career opportunities, and expand their networks.

BENCHMARK 7: ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

All students 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 through tutor sessions, career events, university visits and college taster days.

BENCHMARK 8: PERSONAL GUIDANCE

Every student in year 9, 10 and 11 has the opportunity of a guidance interview with a career adviser who is working towards/achieved the Level 6 Diploma in Careers Guidance and a member of the Careers Development Institute. Career advice is also available for any student whenever significant study or career choices are being made in order to meet individual needs.

The school will continue to develop existing careers delivery based on this best practice. For a comprehensive range of activities please see the Careers Programme.

Quality assurance and feedback

Gatsby Benchmark 1 highlights the need for evaluation and seeking all stakeholder views on careers provision. The school systems will continue to monitor both the quality and impact of our careers programme. Destination measures will be analysed and discussed to ensure that our provision meets the needs of all students. We will regularly seek the views of all stakeholders through a range of methods such as evaluations, focus groups and surveys and use these outcomes to inform our future planning and practices.

Approval and review

Approved by: Governors

Next review: SEPT 2020

Signed:

Chair of Governors

Head teacher