



Careers Policy

Date Written: January 2022

Date For Next Review: January 2027



Rationale

Careers advice and guidance is important for preparing our young people for their next stage in either further education, Higher Education or employment. Young people today will embark on a careers pathway which is more challenging than for previous generations and global opportunities and advances in technology have widened the opportunities available. Changes in career throughout a person's life is becoming more frequent and sometimes following a career path that leads to opportunities that currently are not available. It is important that pupils / students from Bettws Lifehouse are equipped with the skills to manage these choices, the constant changes and all the transitions that they will encounter.

Entitlement

Careers education is delivered throughout the school via a 'whole school' approach. All staff will help to deliver impartial careers information, introducing it through a variety of sessions, qualifications or bespoke learning experiences. It is embedded into the school curriculum so that our young people can relate what they are being taught to their futures. This will enable the pupils / students to make informed choices regarding their futures. Our careers programme supports the careers guidance curriculum encompassing the eight Gatsby benchmarks.

The careers guidance will support the learners to follow pathways to reach their career aspirations and post-16 options that will give them a successful pathway to succeed in society and make contributions to their community. Pupils' EHCP's and annual reviews will be informed by the careers advice and these aspirations.

Aims and Objectives

The careers education, information and guidance programme is designed to meet the individual needs of our pupils / students and be appropriate to our learners' stages of learning and Pathway for Adulthood (PfA) Framework. The next steps are identified in their Lifehouse Learning Pathways (LLP's). The programme is designed to:

- Develop an ethos of realistic and aspirational expectations
- To continually progress their engagement through their career journeys
- To build a network of community opportunities and experiences for engagement and to link these to the world of work



Roles and responsibilities

The careers lead is responsible for:

- Developing, monitoring and reviewing the provision of careers education
- Liaising with the PSHE lead and other Learning Leads to plan careers education in the curriculum
- Liaising with the Wellbeing Team and the SENDCo to identify appropriate types of guidance and ensure they have appropriate support to engage
- Providing pupils / students with effective careers guidance and supporting social mobility
- Monitoring teaching and learning in careers education
- Advising SMT and SLT on policy and resources for CEIAG
- Using the Gatsby Benchmarks to ensure compliance and improve the quality of careers education

Teaching and support staff are responsible for:

- Ensuring careers education is planned into their lessons and schemes of work
- Attending relevant CPD or training to keep up to date with the schools careers programme
- Promoting careers guidance in the classroom through visual aids
- Ensuring the learning environment encourages and supports learners to undergo real life challenges and experiences



The eight Gatsby benchmarks

Benchmark	Description
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 pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, 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 pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. 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. For example, 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 pupil 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 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.
7. Encounters with further and higher education	All pupils 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 pupil should have opportunities for guidance interviews with a careers 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. They should be expected for all pupils but should be timed to meet their individual needs.

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>