

Garstang Community Academy Careers Policy

Staff Responsible: Paul Dawson, Careers Lead; Paula Askew, Careers Adviser

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Next Review: September 2021

Careers Education and Guidance Policy

Vision and purpose

Promoting a career development culture is an essential part of the mission and ethos of Garstang Community Academy. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education information advice and guidance not only contributes to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

Aims and objectives

The Garstang CA careers programme aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- ensure students' readiness to take their next step in their learning or career.

Garstang CA follows the principles of the Gatsby Benchmarks.

The objectives for the careers programme are as follows:

- helping students to understand the changing world of work
- facilitating meaningful encounters with employers for all students
- supporting positive transitions post-16
- enabling students to develop the research skills to find out about opportunities
- helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- encouraging participation in continued learning, including further and higher education and apprenticeships
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- contributing to strategies for raising achievement, particularly by increasing motivation

Parental involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible. Parents are welcome at careers interviews and where necessary are invited.

National and local expectations

We are committed to meeting national and local expectations in relation to careers by:

- Securing independent and impartial careers guidance for Y8-11 as required by the 2011 Education Act. In implementing this duty we will pay particular regard to the DfE's principles of good practice (Section 10 of the statutory guidance, March 2015) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015)
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics
- Implementing the Gatsby Benchmarks as identified by Sir John Holman in his report "Good Career Guidance". The report identified eight benchmarks that are core dimensions of good careers and enterprise provision in schools.
 1. A stable careers programme
 2. Learning from career and labour market information
 3. Addressing 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 high education
 8. Personal guidance

Current priorities

Our careers strategy is informed by these current priorities:

- supporting individual aspirations, improving attainment and ensuring positive destinations
- meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities
- developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways
- developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
- working with parents/carers, alumni and education, community and business partners to meet students' career development needs
- Developing strategies to track students who leave GCA

Strategy

To achieve the objectives of this policy, we will:

- ensure that the governing body is actively involved in shaping careers policy and strategy through its committee structure
- identify a senior member of staff to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. SENCO) and specialist careers staff (**Gary Felvus**)
- identify a middle leader to manage the day-to-day running of the careers programme (**Paul Dawson**)
- develop and maintain a costed annual careers plan for achieving current priorities including delivering the planned programme, meeting staffing and CPD costs, and monitoring, reviewing and evaluating the strategy (**Paul Dawson**)
- commission independent careers guidance services from individuals/organisations that meet the standards set by the Quality in Careers Standard (**Paula Askew**)
- set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning
- communicate the benefits of effective provision to our partners and engage them in co-ordinating provision
- actively involve learners themselves in the planning, delivery and evaluation of the careers programme.
- in order to measure and assess the impact of the careers programme on students we gain evaluations and feedback on all our events through discussion in PSHE and surveys.

Review

This policy will be reviewed by the governing body every two years.