

## Careers and Employability Strategy 2024-2025

Rationale: The nationally recognised ‘Gatsby benchmarks’ of careers education are used by the school as a basis for setting our careers and employability strategy. Expected key performance indicators (KPIs) are provided below for each key stage; the expectation is that the careers provision should have enabled students to achieve these by the end of each key stage.

This is based on the premise that every school and college should have an embedded programme of careers education and guidance that is known and understood by pupils, parents, teachers and governors (Gatsby benchmark 1).

Gatsby Benchmarks (2-7)	Detail	Lower School (KS3)	Upper School (KS4)	Sixth Form (KS5)
		KPIs	KPIs	KPIs
<b>2. Learning from career and labour market information</b>	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.	Describe how the world of work is changing and be able to identify the skills that promote employability  Be aware of what job and labour market information (LMI) is and how it can help inform future career plans.	Be aware of what job and labour market information (LMI) is and how it can help inform future career plans. Be able to access relevant information and make critical use of a range of sources to explain how careers are changing	Draw conclusions from researching and evaluating relevant job and labour market information (LMI) to support future plans
<b>3. Addressing the needs of each pupil</b>	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.	Ensure access to a progressive careers programme ensuring guidance is tailored so pupils are able to make timely, informed decisions about their option plans  Undertake a realistic self assessment of their qualities, aptitudes and abilities and identify areas for development. Build self confidence and develop a positive self image.  Show an understanding of the importance of personal budgeting, money management.	Ensure access to a progressive careers programme ensuring guidance is tailored so pupils are able to make timely, informed decisions about the options available to them after Yr11  Know the attributes, skills and knowledge they should possess to ensure they have the employability skills to enable them to be effective in the workplace and of benefit to their employer and the wider economy  Show an understanding of wages, taxes, credit, debt and financial risk. All pupils will receive advice about FE applications and CV preparation	Ensure access to a progressive careers programme ensuring guidance is tailored so pupils are able to make timely, informed decisions about the options available to them after A ‘levels.  Make the most of support networks including making effective use of impartial careers information, advice and guidance and be able to demonstrate that they have acquired and developed the skills needed to improve employability. Be able to translate their achievements, into skills and qualities that employers seek. All pupils will receive advice about interview technique, competitive HE applications and CV preparation.

## Careers and Employability Strategy 2024-2025

				Show an understanding of cost of living, student finance, pensions and budgeting for independent living.
<b>4. Linking curriculum learning to careers</b>	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.	Ensure pupils are aware of the value of English and maths, the diversity of science, technology, engineering and mathematics (STEM) careers. Pupils are aware of the opportunities afforded by prestigious universities for pupils from all backgrounds and the potential for apprenticeships to offer a high-calibre route into employment.	Pupils learn about careers and the world of work and are able to match their skills, interests, learning styles and values to requirements and realistic opportunities in learning and work. Pupils are able to plan their post-16 subject choices to enable them to achieve their career aspirations. They are clear about the links between post-16 options and further study/careers.	Pupils are able to see how a subject links to a career through: <ul style="list-style-type: none"> <li>• Qualifications</li> <li>• Hard skills</li> <li>• Soft skills</li> </ul>
<b>5. Encounters with employers and employees</b>	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.	All pupils will have had the opportunity to attend the biennial careers fair, attending talks from universities, apprenticeship providers, employers and companies offering school leaver schemes. Students are given the opportunity to explore career ideas through face-to-face discussions with a range of people including role models and inspiring individuals and alumni from universities and colleges.  Pupils will have the opportunity to increase their awareness of 'new careers', for example those in the field of computer science/programming.	All pupils will have had the opportunity to attend career insight events on a weekly basis showcasing a wide range of careers and delivered by local employers and specialists in a particular field. In turn inspiring them to think more broadly and ambitiously about future education and career options through sustained and varied contacts with a range of employers, careers advisers, coaches, alumni and other high-achieving individuals.	All pupils will have had access to a wide range of employers by attendance at career insight events, weekly enrichment activities and enrichment speakers.
<b>6. Experiences of workplaces</b>	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.		All Yr10 pupils will have spent one week in the workplace to help raise aspirations, and give students an experience of the world of work. They will have had the opportunity to demonstrate and develop their own employability skills.	All Yr12 pupils will have had the opportunity to take part in a work experience placement, where possible linked directly to their future career plans.
<b>7. Encounters with further</b>	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes	All pupils will be aware of the learning pathways available to them and	All pupils will have had the opportunity to attend the biennial careers fair, attending talks from universities, further	All pupils will have attended workshops and presentations from a wide range of universities and

## Careers and Employability Strategy 2024-2025

<p><b>and higher education</b></p>	<p>and learning in schools, colleges, universities and in the workplace.</p>	<p>impartial guidance given on career progression routes.</p>	<p>education establishments, apprenticeship providers, employers and companies offering apprenticeships and school leaver schemes. All students progressing to the Sixth Form will engage with at least one HE presentation and one apprenticeship presentation delivered by external institutions on their Pre-Induction Day.</p>	<p>apprenticeship providers throughout the year and as an integral part of the annual Futures Week. All pupils will have the opportunity to attend the UCAS HE convention at Liverpool University at the end of Year 12.</p>
<p><b>8. Personal guidance</b></p>	<p>Every pupil 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. They should be expected for all pupils but should be timed to meet their individual needs.</p>	<p>Careers Adviser is available for 1: 1 interviews and in group discussions at key transition stages.  The Careers Adviser prepares PSHE lessons for delivery by form tutors to ensure quality of content in each year of this key stage.</p>	<p>All Year 11 students will meet with the Careers Adviser during the Autumn term for a 1:1 guidance interview to discuss career plans for after Yr11. This includes higher Education, further education, moving to another L3 provider, school leaver schemes and apprenticeship advice (advanced and higher).  The Careers Adviser prepares PSHE lessons for delivery by form tutors to ensure quality of content in each year of this key stage.</p>	<p>All Yr12 &amp; Yr13 students have the opportunity to meet with the Careers Adviser either on a self referral basis or through referrals from staff.  The Careers Adviser prepares PSHE lessons for delivery by form tutors to ensure quality of content in each year of this key stage.</p>