



Careers and Enterprise Policy 2018-2019



1 Sponsor

Principal

2 Reviewed

September 2018
May 2020

3 Revision Date

September 2020
May 2022

Supporting Document

Gatsby Benchmark

LMI

In December 2017 the Government released new guidelines and subsequent Statutory guidance to Education establishments in order to help people understand the world of work, the range of opportunities available to them today and in the future and to acquire the skills and qualifications they need to succeed in the workplaces of the future.

Additionally, under the 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which: promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepares students at the school for the opportunities, responsibilities and experiences of later life.

Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 require schools to place emphasis upon relationships, supporting pupils understanding and skills in developing positive and healthy relationships through a programme of RSE. The RSE, PSHEE and Careers, British Values and SMSC programmes and policies are written with reference to each other and delivery is coordinated through a Personal Development team led by the Assistant Head for Personal Development and Ethos.

Charlton School uses the Gatsby Benchmark as a guide to plan our Careers program alongside our commitment to informing students of the full range of employment, learning and training pathways on offer to them. We are happy to receive requests from FE colleges, training, apprenticeships, employers and vocational educational providers to speak to students – See you provider access statement.

This policy sets out how we will achieve this and what students, parents/carers, teachers and employers should expect to experience in relation to careers education and encounters with employers whilst studying at Charlton.

We are committed to ensuring that all of our students get the experiences and learning they need not just to achieve their GCSE results but to succeed in the world of work by having the best preparation and knowledge base they can.

We aim to ensure that there is a focus on key sectors of employment in our local economy. Our program will link to the local skills strategy and that as set by The Marches Local Enterprise partnership.

Provider Access Statement

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Our provision includes various opportunities for students to access a range of events. These are mainly integrated into the school's careers program and curriculum. These events are therefore delivered internally, with contribution from the external providers where appropriate.

Procedure

A provider wishing to request access should contact Miss L Tattersall, Career Lead, via the school contact details. Providers are regularly invited to key events as detailed in our careers program.

The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors who wish to interact with our students.

All agreed visits will have appropriate facilities made available, along with any equipment requested by the provider, where available.

Providers are welcome to leave any literature deemed purposeful for the students with Miss L Tattersall: liz.tattersall@charlton.uk.com 01952 386895

Key Staff

The Charlton School careers program is supported and contributed to by a range of individuals specifically:



Aims

The aim of this curriculum overview is to ensure that all learners at Charlton School develop enterprise and employability skills relevant to all areas of our curriculum; receive careers advice and information including having the opportunity to participate in work experience. The amalgamation of these opportunities leads to students being fully prepared with the relevant experience and knowledge for their next steps.

This mapping document aims to ensure learners in all year groups develop the relevant skills, experience and information in a timely manner to ensure adequate preparation for further education and employment.

Charlton aims to promote the following skills and experiences through the curriculum and enhancement days:

- ✚ Provide students with up-to-date careers information to ensure that they are aware of the sector availability and which routes they will need to pursue (*IAG, Future Focus*)
- ✚ Provide students with relevant information to assist in key decision making (year 8 options and year 11 into post-16) Guidance will be available from year 7 and in key years (8, 10) (*IAG, Future Focus, PSHEE*)
- ✚ Raise aspirations for post-16 choices to inspire and motivate students to ensure students have high expectations of themselves (*Inspire to Aspire, PSHEE*)
- ✚ Ensure students achieve an understanding of personal finance issues to encourage financial capability (managing own finances and becoming informed consumers) (*Personal Finance, PSHEE, Financial Capability*)
- ✚ Create opportunities for students to participate in STEM activities to create awareness of local and national sectors and opportunities (*STEM lead*)
- ✚ Ensure students are aware of where they can seek career guidance (*Career Lead, Future Focus, Signposting*)
- ✚ Develop and experience skills needed for work through work placement, visits and relationships developed through industry and Charlton (*Work Experience, Employability Day, Enterprise skills and schemes*)
- ✚ Ensure viability of work experience placements and appropriate programmes for non-placement students (*Work Experience*)
- ✚ Assist students in developing their own personal skills: determination, resilience, confidence, character, goal-setting and endurance. (*PSHEE, Employability Day*)
- ✚ Promote enterprise skills/knowledge: managing risk, decision making, team building, problem solving, being innovative, creativity, financial awareness and capability and understanding the economy. (*PSHEE, Enterprise Skills*)
- ✚ Encourage economic understanding: taxation, interest rates, cost of university/housing, inflation, banking and EU. (*Economic Understanding, PSHEE*)
- ✚ Develop subject provision and enrichment to ensure students can make links between learning in school to their future development and job prospects. (*PSHEE, Enrichment, Curriculum, Signposting*)

How we will achieve this:

- ✚ Providing our students with excellent careers provision therefore enabling them to access relevant information to assist them in making informed decisions for FE/HE and employment.
- ✚ Creating and developing strong links with FE/HE and employers to support both students and the community.
- ✚ Developing strong audit methods to ensure the careers programme is evaluated by a wealth of personnel including staff and parents.
- ✚ Utilising the skills and knowledge provided by the lead personnel to form an effective programme.
- ✚ Ensuring staff, parent and student awareness of the Careers and Enterprise Programme in relation to the Curriculum and how these meet the Gatsby Benchmarks.
- ✚ Ensuring that each student will get at least one meaningful encounter with an employer each year they are on our school

Gatsby Guidance:

| GATSBY | BENCHMARK EXPLANATION | CHARLTON |
|---|---|---|
| 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, governors and employers. | Careers Policy written and shared with Governors, SLT and Staff. Careers Programme published on the website. Assemblies for Students. Future Focus |
| 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. | Pathways Evening Future Focus LMI posters |
| 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. | Careers and Enterprise activities (PSHEE)/days (CE days) Aspire to HE Student Voice Career Leads Future Focus |
| 4. Linking curriculum learning to careers | All teachers should link curriculum learning to careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. | STEM leaders University Outreach Aspire to HE |
| 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. | CE Days Enterprise Challenges Employability Day/Mock Interviews Careers Fairs Assemblies Extra-Curricular Clubs (Mock Trial) |
| 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 to expand their networks. | Year 10 Work Experience Links with RAF Cosford Year 9 Mock Trial |
| 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. | FE/HE visits Year 11 CE Day Apprenticeship Fairs Aspire to HE Assemblies |
| 8. Personal Guidance | 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. | Future Focus: 1:1 career guidance. Post 16/Career Lead |

This list of activities is not exclusive and limited to these experiences, we will continue to develop our programme in line with the needs of the students and as opportunities become available.

If you wish to provide feedback on this programme or would like to get involved then please contact Liz Tattersall, Careers lead

This programme will be reviewed by key staff as detailed above for progress at least once a term until fully established.

This policy will be reviewed in 3 years

Approved by Governors (date)

Signed

Chair of Governors

Signed

Andrew McNaughton, Headteacher