



# STAFFORD GRAMMAR SCHOOL

Prep 3-11 | Senior 11-16 | Sixth Form 16-18

## Careers Education and Guidance Policy

### Policy Review

Date of Review	Reason for Review	Reviewer	Checked & approved	Date of approval	Next review
15.07.21	Annual review	Head of Pupil Programmes	Headmaster	03.08.21	15.07.22

Our Careers programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018 (Careers guidance and access for education and training providers).

Stafford Grammar School believes that:

- Careers and Higher Education advice is an important part of the educational provision for all pupils.
- Effective careers education should address individual aspirations and needs, and should encourage all pupils to fulfil their potential.
- Pupils should be given impartial guidance and advice to enable them to make informed choices about a broad range of careers options.
- All students should participate in a range of activities to develop a variety of employability skills, preparing them for a working life which is in the best interest of the student, being enjoyable and providing economic well-being.

### Gatsby Career Benchmarks

The career programme is used to develop and improve the programme of career education and guidance offered to our students. The Gatsby Career Benchmarks identify good practice and define the essentials of good career guidance providing a robust and realistic framework for developing a career programme that is first class.

## The Gatsby Benchmarks<sup>1</sup>

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

The Head of Pupil Programmes is responsible for developing the programme and providing the material to be taught for Years 7-11. The Head of Sixth Form is responsible for Careers provision in Years 12 and 13. The Head of Pupil Programmes and the Head of Sixth form work collaboratively to produce a careers programme that is progressive and meets the needs of all pupils.

## Rationale behind Careers Programme

Year Group	Stage	Description
7	Discover	Pupils think about themselves, their skills and their interests. They use the Start Careers platform to discover careers they may be suited to in the future.
8	Explore	Pupils explore a wide range of future options, investigating education paths and career options.
9	Focus	Pupils begin to narrow their focus on what they want to do in the future and select appropriate GCSE options.
10	Plan	Pupils begin to plan how they are going to achieve their

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<sup>1</sup> See Appendix I for more detail on the Gatsby Benchmark

		future aspirations.
11	Decide	Pupils decide their next steps in education.
12	Research	Pupils research available pathways and make choices for their transition at the end of Year 13.
13	Prepare	Pupils prepare for their future by applying for University, apprenticeships, training or other routes.

### Overview of Provision

Our careers programme is underpinned by the Start Careers Profile. All pupils use Start in Life and Wellbeing lessons (years 7-11) and sixth form period (years 12 and 13) and are encouraged to use it at home. Teachers are able to upload evidence of careers provision across the curriculum to the 'lockers' of students and our independent careers advisor uses Start to record the individual action plans she gives to pupils during their careers interviews in Year 11. We also use Start to reflect on our provision and drive changes in our programme.

Year Group	Summary of provision
7 'Discover'	<ul style="list-style-type: none"> <li>● Life and Wellbeing lessons introducing the Start Profile, assessing personal strengths and interests, discovering jobs linked to those interests.</li> <li>● Be Someone Tutor Programme: Sessions on finance and careers.</li> <li>● Whole School Assembly: National Careers Week</li> <li>● Junior Assembly delivered by Entrust.</li> <li>● Links to careers made within other areas of the curriculum.</li> </ul>
8 'Explore'	<ul style="list-style-type: none"> <li>● Life and Wellbeing lessons addressing Growth mindsets, exploring different career paths and important skills required in employment (eg. Teamwork). Start profile used throughout.</li> <li>● Drop Down Day on stereotyping, discrimination and prejudice has a session on discrimination in the workplace.</li> <li>● Be Someone Tutor Programme: Sessions on finance and careers.</li> <li>● Whole School Assembly: National Careers Week</li> <li>● Junior Assembly delivered by Entrust.</li> <li>● Links to careers made within other areas of the curriculum</li> </ul>
9	<ul style="list-style-type: none"> <li>● Drop Down Day on Careers and options in January. Carousel of</li> </ul>

'Focus'	<p>activities including outside speakers and people. Use of Start Profile, teachers and outsiders to provide timely advice and activities to help students make an informed choice with GCSE options, setting this choice in the context of a career.</p> <ul style="list-style-type: none"> <li>● Options Evening where parents can talk to staff about GCSE subjects.</li> <li>● Be Someone Tutor Programme: Sessions on finance and careers.</li> <li>● Business Experience Day</li> <li>● Whole School Assembly: National Careers Week</li> <li>● Links to careers made within other areas of the curriculum.</li> </ul>
10 'Plan'	<ul style="list-style-type: none"> <li>● Visit to the Skills Show.</li> <li>● Life and Wellbeing Sessions using Start Profile. Sessions on Trade Unions, time management, CV work and interview skills.</li> <li>● Drop Down Day - Crime. Exploring careers in the police force.</li> <li>● Be Someone Tutor Programme: Sessions on finance and careers.</li> <li>● Whole School Assembly: National Careers Week</li> <li>● Links to careers made within other areas of the curriculum.</li> <li>● Duke of Edinburgh Award</li> </ul>
11 'Decide'	<ul style="list-style-type: none"> <li>● One hour one-to-one Careers interview with an independent careers advisor from Entrust. Recorded on Start.</li> <li>● All Year 11 students are expected to apply for a place in the Sixth Form, whether they intend to return or not, giving them application practice, interview practice and individual advice from a member of the teaching staff. The staff interviewing include the Head Teacher and Senior Leadership Team, Heads and Assistant Heads of House, and members of the Sixth Form Tutor team.</li> <li>● One week work experience at the end of Year 11. Recorded and reflected upon using Start.</li> <li>● Life and Wellbeing sessions - introduction to work experience; Health and Safety in the workplace; apprenticeships. Start profile used for modules.</li> <li>● Be Someone Tutor Programme: Sessions on finance, careers, rights and responsibilities at work and employability.</li> <li>● Sixth Form Taster Day and Evening.</li> <li>● Whole School Assembly: National Careers Week</li> <li>● Duke of Edinburgh Award</li> </ul>
12 'Research'	<ul style="list-style-type: none"> <li>● Be Someone Tutor Programme: Sessions on finance and careers.</li> <li>● Whole School Assembly: National Careers Week</li> <li>● Some individual sessions available with independent careers advisor.</li> </ul>

	<ul style="list-style-type: none"> <li>● Young Enterprise</li> <li>● Duke of Edinburgh Award Scheme</li> <li>● Researching HE options - University delivered</li> <li>● Why choose HE? - University delivered</li> <li>● Studying abroad</li> <li>● Law in Action (Careers in Law) - University of Law</li> <li>● Apprenticeships - University delivered</li> <li>● Introduction to UCAS and the university process</li> </ul>
13 'Prepare'	<ul style="list-style-type: none"> <li>● Be Someone Tutor Programme: Sessions on finance and careers.</li> <li>● Whole School Assembly: National Careers Week</li> <li>● Duke of Edinburgh Award Scheme</li> <li>● UCAS applications and Personal Statement support</li> <li>● Interview techniques</li> <li>● Transition from school to university</li> <li>● Employability - University delivered</li> <li>● Transition skills - University delivered</li> <li>● Money Management - Independent financial advice</li> </ul>

### **Review of the Careers Policy**

The policy will be reviewed in the light of experience of events of the previous year, new initiatives or new statutory guidance.

A Compass review will be carried out annually to ensure that the provision meets the Gatsby benchmarks.<sup>2</sup>

We currently use a Careers audit to record careers provision across the curriculum.

The policy is discussed and updated as required at the termly meeting with the SLT line manager and Head of Pupil Programme.

A meeting is held annually with Entrust to discuss the agreement with the School.

### **Changes due to Coronavirus Pandemic**

Year 11 and Year 12 will be encouraged to undertake work experience in the summer term of 2020. However, it is acknowledged that this might be difficult for some, given the restrictions in place. We will utilise external programmes to supplement this so that pupils are not disadvantaged and are exposed to the world of work.

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<sup>2</sup> See Appendix II

## Appendix I

# GREAT GATSBY:

## THE BENCHMARKS

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- 1 A STABLE CAREERS PROGRAMME**

Every school 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.
- 3 ADDRESSING THE NEEDS OF EACH PUPIL**

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.
- 6 EXPERIENCES OF WORKPLACES**

Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience.
- 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.