

**The John of Gaunt School**

**Careers Action Plan January 2018**

This action plan has been developed to align with the DfE statutory guidance “Careers guidance and access for education and training providers” (January 2018).

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<b>Gatsby Benchmark</b>	<b>Current provision / learning from compass tool</b>	<b>Key Actions</b>	<b>Deadline</b>
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 students, parents, teachers, governors and employers. (Nat av of schools meeting benchmark – 4%)	<b>58% met</b> <i>Your whole-school careers programme</i> : is written down ✓ Is approved by the board of governors ✓ Has the explicit backing of senior leadership ✓ Has resources allocated to it ✓ Has systematic monitoring in place ✓ Has both strategic and operational elements ✓ Has an identified lead individual with strategic responsibility for overseeing the programme ✓	<ul style="list-style-type: none"> <li>• Careers program published on website</li> <li>• Employer statement on website</li> <li>• Named SLT member / Governor in place</li> <li>• Discreet Careers budget allocated</li> <li>• Page on website on regularly updated by careers adviser with items aimed at pupils and parents</li> </ul>	<p>April 18</p> <p>April 18 Jan 18</p> <p>July 18</p> <p>Sept 18</p>
2 Learning from career and labour market information. Every student, 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. (30% of school Nat AV meet this)	<b>50% met</b> Ensures the majority of students have used up-to-date career & labour market information to help inform study/career decisions. × Encourages parents and carers to use career path and labour market information to aid the support given to their children. ✓	<ul style="list-style-type: none"> <li>• PSHE includes information about careers and local labour market using employers where relevant</li> <li>• Local Enterprise adviser to work with ALY to direct key local employers to key (Y8 / Y11) parents evening and options evenings</li> </ul>	<p>Ongoing</p> <p>Oct 18</p>
3.Addressing the needs of each student. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout. 9% of Schools meet this - Nat AV	<b>75% met</b> Key areas to develop Keeps systematic records on each pupils’ experiences of career and enterprise activity Collects and maintains accurate data for each pupil on their destinations for 3 years after they leave school	<ul style="list-style-type: none"> <li>• ALY to maintain a ‘rolling’ spreadsheet of careers related events each year group showing the availability of all career events open to each year group.</li> <li>• Destinations collected for each student for 1 year (up to end of first term) shared with LA</li> </ul>	<p>Ongoing</p> <p>Ongoing</p>

<p><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.</p>	<p><b>25% met</b>  <i>All/the overwhelming majority of students by the time they leave school, have meaningfully experienced career learning as part of:</i>  English lessons ×  Maths lessons ×  Science lessons ×  PSHE lessons ✓</p>	<ul style="list-style-type: none"> <li>• CEIAG integral and discreet part of PSHE</li> <li>• CEIAG integral to delivery of core subjects – ALY to work with curriculum leads to identify opportunities to delivery both in and out of the existing lessons (and where possible to use local employers)</li> </ul>	<p>Ongoing</p> <p>Sept 18</p>
<p><b>5. Encounters with employers and employees.</b> Every student 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.  <b>37% of schools meet this – Nat AV</b></p>	<p><b>100% met</b> – through careers fair – opportunities should be extended through targeted opportunities developed through assemblies / lessons / visits / workshops / competitions / WEX</p>	<ul style="list-style-type: none"> <li>• Careers fair to be co-ordinated annually</li> <li>• Local employers to attend at least 2 assembly per year group over the course of the year</li> </ul>	<p>Ongoing</p> <p>Sept 18</p>
<p>6. Experiences of workplaces. Every student 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.</p>	<p><b>50% achieved</b>  Have had a meaningful experience of a workplace by the end of year 11 ×  Have obtained a meaningful experience of a workplace during years 12 and 13  ✓</p>	<ul style="list-style-type: none"> <li>• Review of WEX (2 week placement) at KS4</li> <li>• Continue WEX at end of Y12</li> </ul>	<p>Sept 2020</p> <p>ongoing</p>
<p>7. Encounters with further and higher education. All students 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% Schools meet this - Nat AV</p>	<p><b>50% Achieved</b>  <i>NB: the bench mark requires students to engage with 6th form colleges. 100% of our students have encounters with Our own 6th form / Clarendon and with Wiltshire college. In addition they are sign posted to various events at other providers</i>  Have been provided with information about the full range of apprenticeships, including higher level apprenticeship ✓  Have had meaningful encounters with general further education colleges ✓  Have had meaningful encounters with independent training providers ✓</p>	<ul style="list-style-type: none"> <li>• Universities and post 16 providers to be invited to participate in options process at Y8</li> <li>• ALY to identify opportunities to visit and have visitors from Further and Higher education providers at the start of the academic year and plan a calendar of events to meet the needs of students</li> <li>• Information relating to apprenticeships covered through PSHE (and where possible other curriculum areas)</li> </ul>	<p>Feb 19</p> <p>Sept 18</p> <p>Ongoing</p>

		<ul style="list-style-type: none"> <li>National Apprenticeship week to be supported through assemblies</li> </ul>	Ongoing
8. Personal guidance. Every student 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. 46% of schools nat av	<p><b>50% achieved</b></p> <p>All/the overwhelming majority of pupils:  Have had an interview with a professional and impartial careers adviser by the end of year 11 ✓  Have had at least two interviews with a professional careers adviser by the end of year 13</p>	<ul style="list-style-type: none"> <li>Independent Careers Adviser in post</li> <li>ALY to attend Parents evening with bookable appointments (Y8 / Y10 / y11)</li> <li>Student Development team and academic mentors (inc 6<sup>th</sup> form) to receive in house training from ALY to support students they work with</li> <li>Drop in sessions for students to access when they require support</li> <li>Additional time given to 6<sup>th</sup> from careers interviews</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Feb 19</p> <p>Ongoing</p> <p>Sept 18</p>