



Goresbrook School

Career Education and Guidance Policy

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Date of last review	September 2023	Review Period	1 year
Date of next review	Summer term 2024	Owner	Olly Tyler
Type of policy	Statutory	Approval	MHA
SLT member in charge	Olly Tyler – Assistant Principal		



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Vision and Values

Goresbrook School aims to ensure that all students leave us with the real option to succeed at a top university, the skills to excel in the career of their choice and go on to live happy and fulfilling lives rich with altruism. Our Careers Education and Guidance is therefore recognised as playing an integral role in motivating our students, promoting equality of opportunity, and maximising their academic and personal achievements whilst at Goresbrook School and beyond. We are committed to providing a planned programme of careers education for all students in years 7-13 to prepare students for the opportunities and challenges of adult working life. Careers Education and Guidance also contributes to ensuring all our students receive the 'Goresbrook Guarantee' by visiting a top university each academic year and getting the opportunity to network with employers from leading firms in industry. Careers Education and Guidance has a high profile at Goresbrook School and our Senior Leader in charge of Careers (Olly Tyler) is responsible for planning and developing the curriculum to ensure the needs of our students are being met. All students have an equal entitlement to high quality careers education, information, advice and guidance that will provide them with an understanding of the world of work, help them to explore career options and support them in making decisions about opportunities that open to them. This underpins our school ethos in ensuring all students leave us with the real option to succeed at a top university and be equipped with the skills to excel in a career of their choice.

Statutory requirements and expectations

Goresbrook School is committed to its statutory duties in relation to careers using the Career Development Institute (CDI) Framework to ensure that students acquire the skills, knowledge and attitudes that they need to prepare, plan and move on with their lives. Our careers curriculum is therefore built around 6 key principals at KS3, KS4 and KS5.

- Grow throughout life.
- Explore possibilities.
- Manage Career.
- Create possibilities.
- Balance life and work.
- See the bigger picture.

Student entitlement

Every student is entitled to high quality career education and guidance as part of their education which will support them on their career journey throughout education. Our provision includes various opportunities for students to access a range of events which are integrated into the school careers programme and curriculum.

All students complete an aspirations survey, this is used to identify opportunities and match students to appropriate events and sessions. At Goresbrook School we use Unifrog to track students career journeys throughout KS3, KS4 and KS5. Unifrog further supports students in making decisions regarding pathways and their education moving forward.



Furthermore, by using the eight Gatsby Benchmarks we are able to provide a framework of careers guidance, information advice and support for our students.

1. A stable Careers programme.	An embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none">• A stable, structured careers programme led by Olly Tyler, senior leader in charge of Careers, that has the backing of the senior management and our governors.• The careers programme is published on the school's website which is updated annually to ensure students, parents, teachers and employers to access and understand it.• The programme is regularly evaluated with feedback from students, parents, teachers, and employers as part of the evaluation process.• We use Compass+ programme throughout each academic year to assess the effectiveness of our provision and also to highlight where gaps are in this provision.
2. Learning from career and labour market information	Every student, and their parents, have access to good quality information about future options and labour market opportunities. They have the support of an informed adviser to make best use of available information.	<ul style="list-style-type: none">• Through PSHE drop down days, all students have accessed and used information about careers paths and the labour market to inform their own decisions on study options.• Working with local employers, colleges and apprenticeship advisors students are informed of trends.• Information is shared with parents at Careers information evenings so that they can support their child.• The Year 9 options process supports parents and students in making decisions about their futures.
3. Addresses the needs of each student.	Students have different careers guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. Our careers programme embeds equality and diversity considerations throughout.	<ul style="list-style-type: none">• Our careers programme actively supports the student's career choices which are individual to them.• Unifrog for KS3, KS4 and KS5 is used to provide a full record of individual careers activity and an accurate data base.• In Year 11 students who are at risk of being NEET are identified early on in the academic year and meet



		with members of the Senior Leadership team to explore options.
4. Linking curriculum learning to careers.	All teachers link curriculum learning with careers. STEM subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> • By the end of Year 9, all students will have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. • This approach extends to all subjects, learning maps in departments give examples of where careers link to the curriculum. • Subject Leads and teachers will refer to careers within their curriculum areas.
5. Encounters with employers and employees.	Every student has 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.	<ul style="list-style-type: none"> • Every year students from the age of 11 to 18 years old have meaningful encounters with employers through a range of activities including a Careers, HE, FE & Apprenticeships fair which all years are invited to, work experience, an interview day as well as visits to companies, careers talks and workshops delivered by external employers.
6. Experiences of workplaces.	Every student will 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.	<ul style="list-style-type: none"> • By the age of 16, every student will have had at least one experience of a workplace, additional to any part-time jobs they may have. All Year 10 students complete a work experience placement during the academic year. • By the age of 18, students will have had the opportunity to take part in a second work experience either face to face or virtually. • Partnerships with local businesses enable different groups of students to visit workplaces and to network.
7. Encounters with further and higher education.	All students should understand the 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.	<ul style="list-style-type: none"> • Every student will be afforded the opportunity to visit a top university each academic year. This means over the 5 year journey, students will have visited 5 different top universities. • By the age of 16, every student will have had a meaningful encounter



		with FE, HE and apprenticeship pathways.
8. Personal Guidance	Every student should have opportunities for guidance interviews with a career advisor, 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.	<ul style="list-style-type: none"> • Every student will have at least one personal guidance interview by the age of 16 with a qualified external careers advisor. • By the age of 18 students will be offered a second interview and work 1:1 with tutors to write a personal statement and gain advice. • In either Year 11 or 6th Form, students will have had a mock careers interview to prepare them for the working world.

Opportunities for access

We offer providers and partners the opportunity to come into the school to speak to students and/or their parents. The school calendar varies each year, so providers need to contact the Careers Lead to identify the most suitable opportunity. These events are usually calendared in advance to help with planning. Below is a timetable of events/activities by year group:

Year Group	Autumn Term	Spring Term	Summer Term
7	External careers talk Launch Unifrog and complete careers aspirations quiz PSHE session: Financial Management	University visit PSHE session: skills self-analysis linked to careers.	Assemblies and tailored opportunities. External careers talk PSHE session: understanding entrepreneurship.
8	External careers talk University visit	Unifrog Review: External careers talk	Assemblies and tailored opportunities PSHE session: creating a career pathway plan.
9	External careers talk Unifrog: decision making and choosing what to study at KS4.	External careers talk PSHE session: post-16 options Unifrog: Interests quiz (psychometric testing)	Assemblies and tailored opportunities University visit PSHE session: Workplace behaviours
10	External careers talk Unifrog: What type of careers is best for me? Unifrog: Personality quiz (psychometric testing)	Unifrog: work experience preparation Work experience PSHE session: exploring employer profiles.	University visit External careers talk IC Charity: CWSW workshops Unifrog: work environments quiz (psychometric testing). PSHE session: interview skills
11	Post 16 options assembly External careers talk University visit Unifrog: Skills quiz 1 & 2	National Interview Week (Careers interview) External careers talk	Post-16 taster sessions (GBS 6th Form)



12	External careers talk University visit Unifrog: Interests and Personality Quiz	National Interview Week (Careers interview) Unifrog: Work Environments and Skills Quiz 1 & 2.	External careers talk Unifrog: 16-18 Reflecting on your psychometric tests.
13	External careers talk UCAS Preparation Talk	National Interview Week (Careers interview) External careers talk	

***NB. This is not a rigid timetable for these events and due to the complexity of organising, some of these events may take place in different half-terms.**

Roles and Responsibilities

The Governing Body	The Governing Body makes sure that the school complies with its statutory responsibilities for Careers Education and that these are reflected in the School Careers Policy.
Senior Leadership Team	The SLT have an overview of the careers programme and makes sure that the Careers Lead (an elected member of the SLT) is meeting the statutory guidance for all students in meeting the Gatsby Benchmarks. A member of SLT, Olly Tyler, line manages Careers.
The Careers Lead	Responsible and accountable for the delivery of the school programme of careers advice and guidance. The role involves leading the team, planning the curriculum and Careers days, arranging for external speakers to visit the school and managing careers provision in order to meet the Gatsby Benchmarks.
Subject Leaders	Subject teachers provide opportunities within the curriculum to support skills, qualities and information regarding careers opportunities and pathways to all students.
Heads of Year	Heads of Year and the Pastoral Team support with distributing information regarding careers through tutor time/assemblies, identifying students for opportunities and informing parents/carers of relevant events.
All staff	All staff are aware of their responsibility in supporting student aspirations and engage with activities in and out of school that support careers and develop skills and qualities.

Funding and Resources

The school fully funds the following to deliver the careers programme and meet the statutory aspects set out by the government:

SLT Careers Lead – Olly Tyler

Head of 6th Form – Thomas Porter

External careers advisor

Yearly trips to a top university

Unifrog is currently funded for KS3, KS4 and KS5 in 2023/2024. This will be the main tool for tracking student



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progress against the Gatsby Benchmarks.

Monitoring, reviewing, evaluating and reporting

Goresbrook School uses the Compass tool to review and evaluate the career programme each year which helps to inform the next steps for the following academic year. Students, employers and parents complete evaluation forms which help to inform future opportunities and activities following career events and opportunities. Furthermore, the United Learning Careers Advisor visits annually to review progress and give advice to shape the school's Careers provision.

Stakeholders and Partners

1. Parents and Carers

We recognise the important role that parents play in their child's career development and arrange for opportunities to support them throughout the year at information and Parents evenings. We encourage parents to engage with the school website and their child's Unifrog account. The Careers curriculum is also published on the school website and will be shared with parents during Parent/Carer evenings throughout the academic year.

2. Employers, community partners and learning providers

At Goresbrook School we are committed to working collaboratively with employers, HE, local learning providers and apprenticeship providers. Opportunities with local employers and vocational courses at local colleges are labour market led. The careers programme is therefore designed to support career and employment pathways for students helping them on their employability journey. Engagement with HE providers offers a range of experiences which support student access in chosen carers at degree level, so they feel included and have equal opportunities in their futures. Currently, we work with the following to support this:

Unifrog

Your Game Plan

VM02

WWF Sustainable Futures Partnership

Department of Business and Trade

PWC

Network Rail

Social Mobility Foundation



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Fitzwilliam College, Cambridge

The University of Bath

The University of Cardiff

Royal Holloway University

London School of Economics and Political Science

Queen Mary University London