

**Vision:** “Students will be immersed in a programme of experiences and tailored guidance enabling them to make informed decisions and actions to broker aspirations”

Gatsby Benchmark Framework



<b>Stable Careers Programme</b>	Students will benefit from an embedded programme of Career Education and Guidance, allowing them to make informed decisions for their future.
<b>Learning from Career &amp; Labour Market Information</b>	Students and their parents will understand how to access and research information about the study options available to them and the labour market opportunities.
<b>Addressing the needs of each pupil</b>	Students will receive a tailored and inclusive programme of Careers Education and Guidance at key transition points.
<b>Linking Curriculum Learning to Careers</b>	Students will experience a wide range of career pathways, opportunities and experiences within their curriculum learning.
<b>Encounters with Employers</b>	Students will have multiple opportunities to learn about the world of work and the skills and values that are required in the workplace.
<b>Experience of workplaces</b>	Students will develop career readiness through first hand experience of the workplace; expanding their network and raising their opportunity awareness
<b>Encounters with Further &amp; Higher Education</b>	Students will understand all academic and vocational routes available to them through schools, colleges, training providers, universities and in the workplace
<b>Personal Career Guidance</b>	Students will have access to a qualified Careers Advisor at key transition points where significant study or career choices are being made.

## Additional Reading

Trends in Careers Education: The Careers & Enterprise Company (2021).

Careers guidance and access for education and training providers – DfE July 2021

Gatsby: Good Career Guidance

Creative Career Coaching, Liane Hambly & Ciara Bomford

## Meols Cop: Student Journey



### Our commitment:

We're committed to providing all students in Year 7-11 with a programme of tailored careers and enterprise activities which are guided by the Gatsby benchmarks for ensuring best practice and evaluated using. It will be timely, integrated and promote equality of opportunity, embrace diversity and challenge stereotypes.

### Objectives:

- To ensure students can plan and manage their careers effectively by equipping them with the tools to identify their existing skills, make sense of opportunities and set goals which are ambitious and aspirational.
- To equip students with the necessary decision making skills to manage key transition points of their education and working life after Meols Cop
- To support aspirations, improving attainment and ensure positive destinations.
- To develop student awareness of the wide variety of education, training and careers opportunities locally, nationally and internationally.
- Foster links between the school, businesses and further / higher education establishments to help students start to build their networks for future employment.
- To ensure there are opportunities for a range of education and training providers to access students during relevant phases of their education (The Baker Clause, 2018)

### Implementation:

- Delivered to all students on a timetabled carousel during Aspire time using our online Careers tool, masterclasses and workshops.
- Every student will have at least one tailored career guidance interview with an independent and L6 qualified careers practitioner by the end of KS4
- Meaningful encounters with employers through assemblies, career days, work shops and employer visits
- Access to career guidance for students and parents / carers throughout Year 9 GCSE options process
- Variety of Careers Activities with the support of local FE / HE and training providers. Planned interventions and access to careers software
- Curriculum based activities linking the world of work to topics in the classroom

### Impact

- We will continuously evaluate our Careers Programme through feedback from a variety of stakeholders including; students, teachers, parents, employers and other educational / training providers.
- The quality of the Careers programme will also be evaluated using the Compass+ tool, underpinned by the 8 Gatsby Benchmarks of good career guidance.
- Student tracking is used to monitor and evaluate student career and course choices to ensure suitable post 16 choices are made.
- Students will go on to positive and sustained destinations when they leave Meols Cop

### Rationale:

- Careers Education plays a major part in helping young people choose post 16 pathways that suit their interests, abilities and individual needs.
- Research published shows that increased performance against the Gatsby Benchmarks has a positive impact on the future trajectories of young people.
- Good career guidance is a necessity for social mobility.
- Statutory Guidance, DfE July 21: Supporting students to acquire self development and career management skills they need leads to positive and sustained employment destinations.

### Roles & responsibilities:

- A whole school approach is taken for Careers Education
- All stakeholders will understand the value of careers education and it will run as a thread through activities in school
- Careers Activity will be strategically planned and calendared with full support from the Senior Leadership Team
- Our Careers Programme will link with our School Development Plan and will have clear buy in from all stakeholders

### Equalising: closing the gap

- All students will have equal access to opportunities as part of our stable careers programme
- PP funding will be used strategically to ensure full access to all opportunities.
- Challenging stereotypes will run consistently through all careers activity students engage with