|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year group | Provision  | Who? | When? | Link to Gatsby Benchmarks  | Provision Review  |
| 7 | Careers & Aspirations week  | Full year group  | HT 2, 4, 6 | GB 2 & 4 | Student survey |
| Careers & Aspiration assembly (SAB)  | Full year group  | HT 4  | GB 2 & 5  |  |
|  |  |  |  |  |
| 8 | Careers & Aspirations week  | Full year group | HT 2, 4, 6 | GB 2 & 4 | Student survey |
| Careers & Aspiration assembly (SAB)  | Full year group  | HT 4  | GB 2 & 5  |  |
| “About Me” Project  | Full year group  | HT 2 & 3 | GB 3 & 5 | Student survey Student presentations  |
| PSHE: Me and my next steps  | Full year group  | HT 2  | GB 2 & 3  | PSHE provision reviewed annually (SEM)  |
| STEM events  | Selected Students  | Ongoing  | GB 2, 3, 4, 5 | Student survey |
| 9 | Careers & Aspirations week  | Full year group | HT 2, 4, 6 | GB 2 & 4 | Student survey |
| Careers & Aspiration assembly (SAB)  | Full year group  | HT 4  | GB 2 & 5  |  |
| “Why Me?” Project  | Full year group  | HT 2 & 3  | GB 3 & 5  | Student surveyMock interview  |
| Career Pilot (1 hour session)  | Full year group  | HT 5  | GB 2 & 3  |  |
| Scholars Programme (Exeter University)  | 12 selected students  | Ongoing  | GB 3 & 7  | Student survey  |
| Brilliant Club Scholars  | 10 selected students  | HT 3  | GB 3 & 7  | Student survey Drop – in  |
| Mentoring For Success (Exeter University)  | 6 selected students  | HT 2 & 3  | GB 3 & 7  | Student survey Drop – in  |
| STEM events  | Selected Students  | Ongoing  | GB 2, 3, 4, 5 | Student survey |
| Young Enterprise  | Selected students  | HT 1 & 2  | GB 4  |  |
| 10 | Careers & Aspirations week  | Full year group | HT 2, 4, 6 | GB 2 & 4 | Student survey |
| Work Experience Week  | Full year group  | HT 6  | GB 6  | Staff visits and feedback forms  |
| Work Experience Assembly (NSSW)  | Full year group | HT 1 | GB 6  | HOY in assembly  |
| 1:1 Careers Guidance Interviews (30 – 40 funded by NSSW) delivered by a registered careers advisor  | Full year group  | HT 4 & 5  | GB 8  | Student survey  |
| Exeter College Advisor available at Parent events throughout the year | Full year group  | Ongoing  | GB 3 & 7  | Parent survey  |
| Visit to Exeter College for HPA students  | Selected students (15)  | HT 3 | GB 2, 3, 7  |  |
| Scholars Programme (Exeter University)  | 12 selected students  | Ongoing  | GB 3 & 7  | Student survey  |
| CoachBright (Exeter University / NSSW)  | 30 selected students  | HT 1 & 2  | GB 3 & 7  | Student survey  |
| 11 | Careers & Aspirations week  | Full year group | HT 2, 4 | GB 2 & 4 | Student survey |
| 1:1 Course Choice appointments available by an Exeter College Advisor  | Full year group  | HT 1, 2, 3  | GB 3 & 7  | Student survey  |
| Exeter College Advisor available at Parent events throughout the year | Full year group  | Ongoing  | GB 3 & 7  | Parent survey  |
| Higher Education Assemblies: Bicton College, Academy of music and sound, Exeter College, NSSW (Vocational and Academic), all local Sixth form colleges.  | Full year group  | HT 1  | GB 2 & 7  | HOY in assembly  |
| Visit to Exeter College for SEN students  | Selected students (15)  | HT 3 | GB, 2, 3, 7 |  |
| Scholars Programme (Exeter University)  | 12 selected students  | Ongoing  | GB 3 & 7  | Student survey  |

Across Curriculum Careers Provision

All teaching staff will participate in Career Guidance CPD in the summer 2020. This is to ensure students are receiving up to date and accurate careers information and guidance that is linked directly to their curriculum. Careers provision and employer engagement are incorporated cross the curriculum from Year 7 onwards during our dedicated ‘Careers and Aspirations’ week which take place three times per year. We are working closely with our Careers Hub advisor and the Enterprise Adviser Network to increase student’s engagement with employers across the curriculum, and bring more employers into school to support our students.

“About Me” and “Why Me?” projects

The “About Me” project aims to improve communication skills in our Year 8 students. We do this by providing students with a 1:1 coaching session with a local businessperson. Through the coaching session, students will be encourage to talk positively about their hobbies and interests and ultimately produce a 60-second presentation.

The “Why Me?” project aims to build upon the “About Me” project. Students are provided with a 1:1 coaching session with a local businessperson, this time preparing them for a mock interview. The aim is for every student to participate in a mock interview with a local businessperson and receive valuable feedback.

1-1 Careers Guidance Interviews and Transition Support

Maria Masters (MLM@stjamesexeter.co.uk) is an independent registered Careers Advisor, based in school one day a week to provide personalised 1-1 career guidance for every student in Y10. Maria supports our students in understanding their Post 16 choices (further education and apprenticeships) and future Higher Education and Career ideas. Maria provides all students with a personalised action plan.

Support from Exeter College and Course Choice

Whilst students are encouraged to look at all further education and apprenticeship providers’ opportunities, a large number do decide to move onto Exeter College, taking either a full time course or an apprenticeship. Caroline Earp (carolineearp@exe-coll.ac.uk) is our Exeter College Advisor and as well as supporting students through assemblies, application workshops, attending parents evenings and various other school events, she comes into school weekly during the first term of Year 11 and can see students for 1-1 course choice interviews. Caroline is there to support all students and parents with any Exeter College related course, application or interview queries.

Measuring Policy Impact

The policy impact will be assessed by looking at our destinations data, feedback received from NSSW, and the development of student voice surveys.

Careers Leader

Steve Brown, Assistant Headteacher, Extended Learning

SAB@stjamesexeter.co.uk

For further information about the Careers Programme, please contact your child’s Head of Year in the first instance.

|  |
| --- |
| Gatsby Benchmarks  |
| 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 and employers. |
| 1. **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. |
| 1. **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. |
| 1. **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. |
| 1. **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. |
| 1. **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 expand their networks |
| 1. **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. |
| 1. **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. 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. |