

## Introduction

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. While the economy is beginning to recover from the recent recession, levels of youth unemployment and under-employment are still high. The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study.

Qualifications such as GCSE and A level are changing, and opportunities in higher education extend now beyond the UK to other parts of Europe and further afield. Students need help to make choices and manage transitions: they need good quality careers education, information, advice and guidance. The school careers plan sets out how the school intends to provide a fit for purpose careers programme with the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths.

The school Careers Plan is based on the DfE document "Careers Guidance and Inspiration in Schools" dated March 2015, and will use the Gatsby Benchmarks as a framework for good practice.

Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all pupils receive independent, impartial advice and guidance regarding all options within school and how they will affect their options after school and which career pathways will become available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for life after school whichever path they choose.

## Careers focus within each year

### Year 7

#### Focus – Self-awareness and skill attributes

- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- Students are introduced to transferable skills and their importance.
- Students are introduced to careers resources and informed how to use them.
- Students are involved in a 1 day interactive careers fair.
- Students have optional access to independent and impartial advisers via drop in sessions.
- Students are encouraged to think about the kind of behaviour potential employers look for.

By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.

### Year 8

#### Focus - The world of work and employment

- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- Students introduced to the world of work and encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.
- Students introduced to other careers software and websites available in school (including Unifrog).
- Students build on the skills and attributes they have developed from year 7.

- Students encouraged to think about what they might like to achieve after school.
- Students have optional access to independent and impartial advisers via drop in sessions.
- Students are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on an Individual Student Plan.

## Year 9

### Focus - Understanding my strengths and skills

Although timetabling does not allow for Careers sessions to take place in Y9, students are focused on thinking about GCSE options in terms of career pathways and plan for their future within school. This is done through access to independent and impartial Connexions advisers via drop in sessions as well as IAG from a range of staff. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

## Year 10

### Focus - Preparing me

- What is a CV, what is a cover letter and why do people applying for jobs need them?
- Students begin to explore 6th form options and interview techniques.
- Students encouraged to challenge stereotypes within the world of work and traditional job roles.
- Economic awareness developed further and students encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals.
- Students agree personal action plans with careers adviser for future and identify what specific action is required to achieve goals. This is updated on the Individual Student Plan.
- Students begin CV and cover letter writing.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

## Year 11

### Focus - Decision Time

- Students are helped with post 16 choices and encouraged to consider all their options including further study in 6th form and apprenticeships.
- Interview techniques further developed.
- Students should use careers interviews to help understand different career pathways and entry requirements and encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- All students will take part in mock interviews, using externals from industry.
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
- Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter.
- Students are kept up to date with post 16 deadlines.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Individual Student Plan.
- All students have the option to take part in apprenticeship focused sessions held by externals.

## Disclaimer

Although edited by GSHS this report is originally derived from the [Grofar Careers Plan](#) and designed to express the plans, intentions and activities related to the users School Careers Service. Grofar, authors, publisher, and their employees and affiliates are not responsible or liable for any errors or omissions and make no representations, warranties, or guaranties regarding this report or results obtained from its use.

## Self-Help Resources

A broad range of information and support is available both at home and at school using the Unifrog website. Our Connexions Advisors offer updated resources which meet students individual needs and pupils can request additional resources, which we are happy to investigate and obtain if financially prudent.

Additional on-line materials will be introduced by subject specialists throughout the school as appropriate in addition to dedicated careers teaching staff.

All students are formulating an Individual Student Plan, which is a personal action plan which will enable students to track their timeline of careers engagement activities and develop key skills.