

Careers Plan

Duke of Kent Senior School



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Head of Careers

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INTRODUCTION

This plan sets out Duke of Kent School's arrangements for the provision of Career's Advice and Planning for Year Groups 7 - 11, inclusive in accordance with Gatsby Benchmark₁ 1.

Gatsby Benchmark 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.”

Overview of Provision

Students in Year 7 - 11 will have access to:

- careers and further education information via noticeboards, school website, careers library, weekly bulletin and careers advisor
- education to identify skills, strengths and weaknesses via PSHE lessons and COA online careers assessment (Preview and Profile) or equivalent
- detailed insights into careers from a wide range of individuals, businesses and industries via career assemblies, STEM activities, and business workshops
- insight into alternative and supplementary routes into careers via university/college visits, National Apprenticeship Show, summer school courses
- *Work experience*

Programme by Term and Year Group

Year Group	Autumn Term	Spring term	Summer Term
7-11	Careers Assemblies from diverse range of individuals/ employers	Careers Assemblies from diverse range of individuals/ employers	Careers Assemblies from diverse range of individuals/ employers
8	PSHE: - Entrepreneurs - Teamwork - Communication Skills		
8-9		Careers Event - Careers Lessons & online careers test with research + optional workshop (TBD)	
9	PSHE: - Personal Development Plan - Work skills, enterprise and work environment		
10		PSHE Careers: -Careers research -Careers Action Plan -CVs -STEM Careers -Preparing for work experience -Employment rights & responsibilities	Careers online testing with My Future Choice Ltd
11	Year 11 Online Careers Testing - (My Future Choice Ltd)	PSHE Careers -Preparing for job interviews -H&S at work -Trade Unions	

Responsibilities

- 1) Head of Careers (HoC) - Mrs L LaCroix
 - a) Leadership
 - i) Advising SLT on policy, strategy and resources for career guidance
 - ii) Reviewing and evaluating for the purposes of planning and inspection
 - iii) Preparing and maintaining the school Careers Plan and ensuring it is published on the school website
 - iv) Understanding the changing education landscape for careers guidance
 - b) Management
 - i) Planning the careers programme of activities
 - ii) Briefing and supporting teachers on delivery of careers information and guidance in their field/subject
 - iii) *Monitoring delivery, access to, and take up of, careers guidance (across Gatsby Benchmarks 1-8i)*
 - iv) Supporting Tutors/PSHE Programme
 - v) Careers budget
 - vi) Careers CPD
 - c) Coordination
 - i) Managing the provision of careers and labour market information
 - ii) Managing the school section of the careers website
 - iii) Liaising with PSHE leader and other subject leaders to plan their contribution to the delivery of careers education
 - iv) Liaising with tutors, mentors, learning development and Head of Senior Section to identify pupils needing guidance
 - v) Coordinating encounters with employers and ***work experience***
 - vi) Communicating with pupils and parents
 - d) Networking
 - i) Developing links with employers
 - ii) Commissioning career guidance services where appropriate
 - iii) Securing funding for careers related projects
 - iv) ***Building a network of alumni who can help with the career guidance programme***
- 2) SLT - Mr F Macdonald
 - a) Reporting to the Head and to the Governors on career guidance policy and strategy
 - b) Ensure compliance with the legal requirements
 - c) Ensure support from SLT, teachers, mentors and tutors for the items mentioned above in 1b(i), 1b(ii), 1c(iii)
 - d) Establishing a policy for ***work experience*** see 1c(v)
 - e) Implementing links/trips/visits to future schools, colleges and universities - see 1d(i)
 - f) ***Establishing a database/ensuring the establishment of a database of past pupil/alumni post 16 education and employment (minimum 3 years after leaving) in support of 1d(v) above***
- 3) STEM - Maths (EC), Science (GTR), ICT (AB) & DT (MU) Departments
 - a) To coordinate with relevant departments (Science, ICT, Maths & DT) to establish a

- programme of STEM career activities for all year groups (7-11) in support of 1b(ii) above
- b) To communicate/liaise with Head of Careers in support of 1b(iii) above
- 4) PSHE - G. Herbert
- a) To coordinate and establish a careers education element within the PSHE programme for all year groups (7-11) in support of the Careers Leader.

BENCHMARK Compliance

Note: Responsibilities in italics from section 1) are shared as discussed in sections 2), 3) and 4).

Benchmarks₁ :

- 1) Embedded Careers Plan
- 2) Careers & Labour Market Information
- 3) Addressing the needs of all students
- 4) Careers in the curriculum
- 5) Encounters with employers and employees
- 6) Work Experience & other experiences of the workplace
- 7) Experiences of HE, FE and work-based training (e.g. apprenticeships)
- 8) Personal Guidance

The following is a list of some of the ways we intend to comply with each benchmark in turn. To determine if compliance is being achieved all events and activities that support the careers programme will be tracked separately using the Tool.

Benchmark 1 - is achieved as outlined in this document.

Benchmark 2:

- Careers Noticeboard & Web Page (on VLE) - to be kept up to date
- Careers assemblies each term for all year 7-11
- Careers notices in the weekly bulletin informing parents of college and university open days, course and summer camps (7-11)
- Additional emails to appropriate year groups regarding careers summer camps and events at universities and colleges
- Careers assemblies from a broad range of career providers/employees (7-11)
- PSHE lessons - see VLE for each year groups curriculum

Benchmark 3:

- Cambridge Online Assessment Programmes (renamed) provides individual and tailored careers analysis and advice, additionally supported by the HoC with runthrough of individual reports.
- Careers lessons (PSHE) (7-11)
- Year 9 Options evening (9)
- College & University visits (10-11)
- STEM events and visits (7-11)
- Apprenticeship National Show (10-11)
- *Record pupil's experiences of career & enterprise activities (tracker tool)*
- *Collect & Maintain accurate data on each pupil on their destinations for 3 years after they leave this school.*

Benchmark 4:

- All subject teachers to provide in-classroom information regarding careers relevant to their subject (7-11)
- All subject teachers to provide in-classroom discussion regarding careers relevant to their subject as it arises (to be recorded on our careers compliance tracker)
- PSHE & Careers workbooks (7-11)
- STEM (7-11)

Benchmark 5

- Careers assemblies (7-11)
- “Careers Event” days
 - 8 & 9 biannual day (workshop with employer(s) + COA programme (TBD))
 - 10 & 11 biannual day (workshop with employer(s) + COA programme)
- DfE volunteering and/or skills elements (10 & 11)
- **Work experience (10)**
- Enterprise Day (9)

Benchmark 6

- **Work experience (10)**
- DofE

Benchmark 7

- National Apprenticeship Show
- College & University Visits & **Taster Sessions**
- STEM
- Military STEM events

Benchmark 8

- Careers PSHE Lessons (7-11)
- COA programme + HoC guidance (10 & 11)
- Interview practice/PSHE (11)
- Subject teachers
- PSHE

Abbreviations:

DH = Deputy Head, F Macdonald

FT = Form Tutors

HoC = Head of Careers (L LaCroix)

HoD = Head of Department

NAS = National Apprenticeship Show

PSHE = Physical, Social & Health Education

ST = Subject teachers

REFERENCES

1. Gatsby Benchmarks: “Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff” October 2018, link: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf