

Careers Guidance Strategy

Chesterton Community College

September 2023

Review cycle	Annually, next review September 2024
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Chesterton Community College

Careers Guidance Strategy

Our vision

Our vision for career guidance at Chesterton Community College is:

Career guidance at Chesterton Community College supports our students to gain the confidence and motivation that they need to prepare them for the opportunities, responsibilities and experiences ahead.

This strategy sets out a clear plan on how we intend to work towards meeting this vision in the short, medium and long term. It is to be read in conjunction with our careers policy that can be found <https://chestertoncc.org/policies/>

Objectives

- To meet the eight Gatsby benchmarks for good career guidance as recommended by the Department of Education Careers Strategy 2018.
- To become recognised as the leading school in CEIAG in the Cambridge area

- To enable all learners to reach a positive destination in learning or training after Year 11

We will monitor and evaluate our progression in achieving these aims on a termly basis and review annually

Our Strengths

- Preparing for students Post 16
- Encounters with Employers
- Links with further education

Benchmark	<i>Requirements</i>	School provision/ actions
<p>1. A stable careers programme</p>	<p><i>Embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers</i></p>	<ul style="list-style-type: none"> • Y7 Virtual What's My Line - encounters with employers from the local labour market. Employers describe their job and students have to make informed guesses about what they do. • Y8 Work shadowing - students go to work with their parents or family friend to get experience of the workplace. • Y8 The Real Game - introduces students into a range of jobs/ employment, salaries, budgeting and real life scenarios. • Y9 Soap Enterprise - Enterprise Education – students have experience of design, manufacturing and marketing process by creating soap. Depending on covid. • Y9 Students meet FE and HE providers - Increase ambition and meaningful decision with GCSE options. • Y10 Careers Carousel - encounters with a broad range of employers to give students and insight into the variety of employment opportunities. • Y11 Mock interviews - Students have mock interviews with real employers to gain experience of the interview process.

		<ul style="list-style-type: none"> • Y11 Post-16 Day - start application process. Students are guided to make informed decisions about selecting the right post 16 provider for them. • Form Time Activities PSHE curriculum (Careers section)
2. Learning from careers and Labour Market Information	<i>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</i>	<ul style="list-style-type: none"> • Y8 session from the Real Game on LMI (all students) • PSHE session on LMI • Post-16 information evening for Y11 students and parents • Y7 What's my line and Y10 Careers Carousel - employers from the local labour market. • Website with links to CAP schools, LMI.
3. Addressing the needs of each student	<i>Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</i>	<ul style="list-style-type: none"> • Weekly video shared with students with the Career of the Week. • When appropriate, SEND, vulnerable and targeted students are offered Work experience / Mock interviews/ school trips/ etc. • Y11 Post 16 Day – start application process. Students are guided to make informed decisions about selecting the right post 16 provider for them. • Single and 1 to 1 meeting with all Y11. Multiple meetings with SEND/ EHCP students + extra guidance meeting (FtF) • Y8 and 9 Lecture from storytellers at the BBC (links to dyslexia)
4. Linking curriculum learning to careers	<i>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide</i>	<ul style="list-style-type: none"> • ALL Teachers emphasise transferable skills • Language teachers: alumni come, teach a lesson and chat with KS4 students • PSHE sessions based on Careers • Drop Down Days

	<i>range of future paths.</i>	<ul style="list-style-type: none"> • “Careers Squad”. One member of each department meets with Careers Team to discuss actions in the curriculum. • Careers champions create resources to share with all staff during NCW • One piece of homework a year around Careers in all departments. • Y8 and 9 Lecture from storytellers at the BBC • Authors visits (Y7,8,9,10,12) • See personal development programme
5. Encounters with employers and employees	<i>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.</i>	<ul style="list-style-type: none"> • Y7 What’s My Line • Y8 Work Shadowing • Y9 Soap Enterprise and LMI video • Y10 Careers Carousel • Y11 Post-16 Day • Y8 and 9 Lecture from storytellers at the BBC • Authors visits (Y7,8,9,10,12) • National Careers Week : Different employee invited each day of the week. • Support from (Enterprise Advisor Zoe Tolkien) • Develop Alumni Network (Unifrog, Future First) cost dependant • Form the Future (Insight programme) (offer- sign up basis) • Unifrog (Webinar programme) (offer- sign up basis)
6. Experience of workplace	<i>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</i>	<ul style="list-style-type: none"> • Y10/11 Targeted work experience for disengaged/ disadvantaged and SEND students to give them a clearer insight into the world of work and highlight the opportunities available to them. • Regular virtual work experience offers via FtF and year group teams. • Y8 Work Shadowing day

<p>7. Encounters with further and higher education</p>	<p><i>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.</i></p>	<ul style="list-style-type: none"> • Y11 Post 16 progression evening Cambridge Area Partnership and Form the Future and employers for students and their parents. • Y11 apprenticeship, T-Levels talk with FtF the Aim Group or CRC. • Y10 apprenticeship talk with FtF the Aim Group or CRC (all). • Y10 Carousel Day (encounters with University/ CRC/ ...) and subjects fair (Alumni from most Post 16 providers) • HE Pathways (link colleges) Churchill webinars programme (offer- sign up basis) • Y9 CRC presentation • Unifrog (Webinar programme) (some) (offer- sign up basis)
<p>8. Personal Guidance</p>	<p><i>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.</i></p>	<ul style="list-style-type: none"> • Juliet Martin (Level 6). Students gain impartial IAG • Nancy Clemance (Level 6) Further guidance for disadvantaged students • Careers Guidance Advisor for target Y9 for GCSE options and all Y10/11 to start the post 16 process.

Roles and Responsibilities

Name	Title	Main responsibilities
Arthur Desbois	Lead Careers and Post 16 Coordinator	Develop strategy Lead careers in school Responsible for careers programme Lead Post 16 process and applications
Aaron Kirkland	Assistant Careers and Post 16 Coordinator	Working with Careers Lead Drop Down Days
Jake Lawrence	SENDCo	SEND and EHCP students
Colleen Lehane	Safeguarding Lead	Child Protection
Keith Hicks	SLT Link	
Zoe Tolkien and Lisa Gledson	Enterprise Adviser	Link with employers and businesses

Document Control

New Version Number	Key changes from previous version	Date of ratification
1	Name of Enterprise Advisor – Zoe Tolkien	01/07/2023