

Careers Strategy at The Whitby High School

“Good careers guidance is important for social mobility because it helps to open pupils’ eyes to the careers they may not have considered”

- **The Gatsby Foundation**

An individual’s career is their lifelong journey through learning and work. Our education system requires young people to make choices while they are still at school that have implications for their future progression opportunities. Once they leave school they will face further decisions about future study and jobs. Their career will consist of a series of moves between jobs and is likely to include a number of changes in occupation. Our students need information, advice and guidance to help with immediate choices plus a set of career management, employability and independent learning skills to progress successfully through their lifelong career.

Aim

Our career programme aims to equip our students for the future by providing careers information; access to timely advice and guidance; and careers education within the curriculum. Students will need the knowledge and skills to develop career aspirations and to be motivated towards success in school as part of their journey to their chosen career. At Whitby we aim to provide a range of **quality careers encounters** in each year of secondary school to **all** students.

How will we achieve our aim?

Following research by the Gatsby Foundation, 8 Benchmarks in career provision have been agreed. By planning and holding ourselves accountable against these Benchmarks, we aim to introduce new careers guidance elements. Performance in relation to the Benchmarks and other statutory guidance will be monitored, so that all standards are met by the 2020 deadline. Local labour market information will be used to keep our provision relevant, we will reflect on provision in each year, seeking feedback from students, teachers, employers and parents to develop what we do and post -16 destination data used to make sure we are suitably preparing and guiding students.

Strategic planning against the Gatsby Benchmarks will be shared and approved by the Senior Leadership team and governing body.

Key Staff

Careers Lead – Miss A Connor who provides a link between students, school and outside agencies. For example, staff from Mploy Solutions who help with the organisation and delivery of careers interviews, Careers Fair and Work Experience.

Independent Careers Adviser – Mrs P Owens, a qualified, impartial Careers Adviser, attends school to meet students individually to discuss and help with their plans.

Senior Leader Responsibility – Miss L Hewitt responsible for careers education, information, advice and guidance. She is the link between the career’s leader, PSHE lead, senior leadership team and governors.

PSHCE Lead – Miss L Russell (Initial guidance from Marilyn Worthington)

Careers, Information, Advice and Guidance (CIEAG) link – Mr P Lewis - Governor

The Gatsby Benchmarks

1. A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. Students need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of the student. A career programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every student 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.
6. Experiences of workplaces	Every student 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.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in school, colleges, universities and in the workplace.
8. Personal guidance	Every student should have opportunities for guidance interviews with an independent and impartial career adviser, who could be internal or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Benchmark 1 – A stable Careers programme

Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

Key aspects of the benchmark	How will we achieve it
1. Every school should have a stable, structured careers programme that has the backing of the senior leadership team and a person responsible for it	<p>This document will be available via the school website. Key information will be emailed to parents/ employers and shared via information evenings and newsletters.</p> <p>Our designated Careers leader is supported by a member of the SLT, who in turn reports to the Head teacher and Careers, Information, Advice and Guidance link governor.</p> <p>Every student should be able to access all aspects of our careers programme. All students should meet with employers, visit a university, do work experience, gain access to impartial information and guidance and have a careers interview.</p>

<p>2. The Careers programme should be published on the school's website, so students, parents, teachers and employers can access and understand it</p>	<p>Schemes of work for KS 3 and 4 will be published on our school website. Careers will be taught in each year group and the activities build on those in the previous year. The Careers programme links to the whole school development plan</p>
<p>3. The programme should be regularly evaluated with feedback from students, parents, employers and teachers as part of the evaluation process</p>	<p>Written feedback on the careers programme will be given after the module of work has been taught by teachers and students on an evaluation sheet. Parents will be asked for their views on the programme. Anne Conner will speak to employers following work experience to gather their views.</p>

Benchmark 2 - Learning from career and labour market information

Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. Students need the support of an informed adviser to make best use of available information.

Key aspects of the benchmark	How will we achieve it
<p>1. By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decision on study options</p>	<ul style="list-style-type: none"> • Local and National market information is available in the careers section of the library. It is explored in the taught PSHE curriculum to engage students in thinking about what they might do as they leave school and enter the labour market. • Updated displays in the library • Assemblies to each year group about the labour market (and destination data) and the routes they may wish to consider • Work Experience in Year 10 • Career and labour market information is available to form tutors to help students to develop the skills to access this information and to use it effectively. • Students are given information on future study options and opportunities in the world of work at key decision points: *Year 9 when making choices about GCSE's * Year 11 when students make choices about continuing study post -16 *Year 13 Information on post-18 study options to include higher education, further education courses and apprenticeships • Sixth form students have interviews with one of the Sixth Form team to build up a clear picture of what their plans are after they leave and recorded. Targeted support is put in place if students have no purposeful plan
<p>2. Parents should be encouraged to access and use information about labour markets and future study options to support their children</p>	<ul style="list-style-type: none"> • Mailings to parents and students with summaries of the labour market, including links to college routes and apprenticeships in the main employment areas. • A progress evening is held to outline information on study options and jobs to parents and students in order to be able to understand the options and pathways available.

- Possible institutions where further study can be undertaken are highlighted to parents

Benchmark 3 - Addressing the needs of each student

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of the student. A career programme should embed equality and diversity considerations throughout.

Key aspects of the benchmark	How will we achieve it
<p>1. A school's career programme should actively seek to challenge stereotypical thinking and raise aspirations</p>	<ul style="list-style-type: none"> • Students meet with their House progress manager to discuss their career aspirations when they are about to choose their option choices for KS4. There will be informal discussions with subject teachers and form tutors. House staff can refer students for any identified suitable support e.g. information or careers appointment • Students are taught the importance of actively valuing diversity, social justice and to challenge discrimination in PSHCE lessons • The Equality Act 2010 is explored fully in Year 10 PSHCE lessons and linked to the world of work in order to prepare students for possible workplace discrimination • Differentiation in schemes of work to address the needs of all students • In the Sixth Form, many students receive input from the Social Mobility Foundation and the Sutton Trust focusing on encouraging high aspirations. Students then share their experiences in assembly. This year all students (Y7-13) have heard about 2 students' experience on a 2 week JP Morgan internship in London. • Sixth Form students have 2 compulsory university visits along with many other optional experiences. • TWHS hosts the local Oxbridge Information Evening open to Y10-12 from nearby schools.
<p>2. Schools should keep systematic records of the individual advice given to each student and subsequent agreed decisions. All students should have access to these records to support their career development</p>	<ul style="list-style-type: none"> • Following an interview with a careers adviser, students are provided with a detailed action plan. This outlines the next steps and any other sources of help. A list of students asking for help is kept and monitored by the Careers and Work Experience Co-ordinator. Students are seen in order of referral as far as possible. • Records of students' participation in careers lessons are recorded on the Doodle system. Further guidance activities on START. Students are encouraged to register and use the variety of resources and keep an e-portfolio on the START programme • Students with additional needs have an annual review and their career aspirations are discussed and recorded on an action plan
<p>3. Schools should collect and maintain accurate data for each student on their</p>	<ul style="list-style-type: none"> • Destination data is received annually and archived. It is summarised for publication for our website. The information is communicated to students, parents and staff via e mails, assemblies and briefings to ensure all parties are aware of what

education, training or employment destinations for at least 3 years after they have left school	students are doing when they leave, and how this relates to the local labour market information
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Benchmark 4 - Linking curriculum learning to careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

Key aspects of the benchmark	How will we achieve it
1. To equip young people to play an active part in determining their future roles as learners and workers, helping them to make realistic and informed choices about their careers.	<ul style="list-style-type: none"> • Every curriculum area is to submit an annual Careers, Information, Advice and Guidance plan which outlines the provision within their subject for promoting careers awareness, examples include: visits to workplaces, guest speakers, workshops with local employers, case studies. Evidence of their contribution to Careers education will be kept in a departmental folder and open to monitoring by the SLT. • Each curriculum leader will meet with a member of SLT to discuss the plan as part of the Departmental Self -Review process, and set aside time to develop existing provision and devise new strategies. • There is discrete provision of Careers lessons in PSHCE lessons and students are taught about employability and enterprise skills
2. Science, Technology, Engineering and Mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths	Each STEM departmental area promotes the importance of their subject and the possible areas of work it could lead to through classroom discussions.
3. By the age of 14, every student has had the opportunity to learn how the different STEM subjects help people gain entry to a wide range of careers	STEM subjects promote career routes in their subject area . A detailed plan of how they do this is outlined in their subject audit.
4. All subject teachers emphasise the importance of succeeding in English and Maths	<ul style="list-style-type: none"> • Whole school literacy and numeracy strategies promote the development of English and Maths in all subject areas • Careers, Information, Advice and Guidance plans are also evaluated for opportunities to develop these skills

Benchmark 5 - Encounters with employers and employees

Every student 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.

Key aspects of the benchmark	How will we achieve it
<p>1. Students should participate in at least one meaningful encounter with an employer every year between years 7-13</p>	<ul style="list-style-type: none"> • Year 7 have a workshop day with an author looking at the skills required to work in a writing based career • Science Day provides an opportunity for students to meet and engage with employers and be involved with problem solving tasks • Photography students in Year 10 and 12 are involved with Open Eye Gallery to stage an exhibition of students' work • Other subject areas will work towards introducing such opportunities through their Career developmental plan. • The Careers Fair is open to all students from Year 9 onwards. Year groups have timetabled slots to attend with teaching and support staff. The Careers education programme will include preparation for the event and include methods of how students can record what they have learnt. • All students are offered an opportunity to engage in work experience in Year 10 or have the opportunity to have a face to face encounter with an employer • Pre and Post work experience work will be completed to ensure students maximise on this opportunity • Airbus and TTE are among the local providers who visit school for the Careers Fair, they meet students to discuss the opportunities they offer e.g. TTE assembly for year 11 and Airbus presentation and discussion with students year 11, 12 and 13
<p>2. Work with your regional LEP to make sure you are aligning to the strategic economic plan of the region</p>	<p>Local labour market information and economic/employment information for the North West is shared with students and parents via mailings, the school website and assemblies. Local labour market information is included in the PSHCE, Geography, Business Studies, Economics and ICT programmes of study.</p>

Benchmark 6 - Experiences of workplaces

Every student will be offered the opportunity to 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.

Key aspects of the benchmark	How will we achieve it
<p>1. By the age of 16 every student should have had at least one experience of a workplace, additional to any part-time jobs they may have</p>	<ul style="list-style-type: none"> • All year 10 students take part in work experience with support being put in place for those students who have been unable to find a placement. • There will be assemblies, emails and bulletin notices promoting the benefits of finding a placement that the student is passionate about. • Work Experience is outlined on the school website.

	<ul style="list-style-type: none"> • There will be a parents meeting to deliver a presentation on Work Experience so both parents and students are aware of their responsibilities. • Work shadowing is being explored as an additional experience, where students are not in a position to take part in the traditional full week placement. A scheme of work related learning is put in place for those not participating in a work placement • Students will complete preparatory activities before the visit and feedback from students, employers and parents will be taken on this experience.
2. By the age of 18, every student should have had one further W/X placement, additional to any part-time jobs they may have	<ul style="list-style-type: none"> • Year 12 Health and Social Care students are required as part of their course, to undertake work experience • Students in Year 12 are able to take 5 days' work experience outside of exam periods based on their aspirations. Students who do not secure a placement are allocated roles in school to boost their experience.

Benchmark 7 - Encounters with further and higher education

All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in school, colleges, universities and in the workplace.

Key aspects of the benchmark	How will we achieve it
1. Students need to know and understand the full range of learning opportunities available to them and the possible progression routes that follow	<ul style="list-style-type: none"> • At the end of KS3 students will have a careers interview with their House progress manager. They will remain at school to continue on to KS4, where they study GCSE and Vocational courses in the taught curriculum • At 16 students have the choice of continuing their studies in school, attending a local college, or work -placed training eg. Apprenticeships • In the Sixth Form, equal time is spent on apprenticeship and university advice. • At 18 students will progress onto higher education courses at universities or FE colleges, or embark on higher or degree- level apprenticeships
2. By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities	<ul style="list-style-type: none"> • Year 10 students who may be interested in vocational courses post 16 are invited to Cheshire College South and West Secondary College Day. Some Year 10 have been placed in college as an alternative to Work Experience. • Reaseheath College, Myerscough College, Wirral Metropolitan College and Coleg Cambria attend the Careers Fair. • Copies of their prospectuses are available in the Careers library and their open days are advertised in school on posters and by emails being sent to Form Tutors. • Apprenticeships as an alternative route to academic study is presented to students through assemblies. Local /National employers promote their apprenticeships and Higher

	<p>apprenticeship opportunities eg Airbus, 360, TTE alongside other industry apprenticeship providers and colleges.</p> <ul style="list-style-type: none"> • Year 10 students who did not take part in Work Experience attended sessions in school given by e.g. Cheshire College South and West and Higher Horizons aimed at raising aspirations and outlining all Post 16 options. • All of Y12 complete a Higher Apprenticeship mock assessment centre session facilitated by the University of Law. This session allows them to access information about higher apprenticeships, the assessment process and does not explicitly focus on Law.
<p>3. By the age of 18, all students who are applying for university should have had at least two visits to universities to meet staff and students</p>	<ul style="list-style-type: none"> • Year 12 and 13 have the opportunity to meet university staff who visit the school to give presentations and answer questions about university courses, finance and aspects of university life. • Students have the opportunity to visit universities to investigate specific courses, as well as more general information. • The school works with Higher Horizons to raise aspirations of students eg The Year 10 workshop on the requirements needed for further and higher education • We have links with universities to support all students in developing aspirations post -18. <p>Trips to universities to include University of Chester and University of Liverpool by the end of the first half term</p> <p>Students also visit either the UCAS Higher Education Exhibition or the University Search Fair.</p> <p>Students with additional needs are offered the same opportunities in line with their future ideas. Students with additional needs are seen for Careers interviews prior to Annual Reviews and on request throughout their time in The Whitby High School.</p>

Benchmark 8 - Personal guidance

Every student should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Key aspects of the benchmark	How will we achieve it
<p>1. Every student should have opportunities for guidance interviews with a Careers Advisor. These should be available whenever significant study or career choices are being made.</p>	<ul style="list-style-type: none"> • Students are offered the opportunity for a Careers interview with an external careers advisor or with Anne Connor who is a member of the school staff who has been trained to an appropriate level and is going to undergo further training • Form tutors and house staff have the opportunity to refer students for interview as part of the schools aim to equip students for their future after school.

	<ul style="list-style-type: none"> • Students with additional needs are offered interviews prior to their Annual Review. Information is given and an action plan is discussed. • Informal career conversations with staff. Teachers can point out to a student if they are really good at something and ask if they have thought about pursuing this area as a career.
<p>2. Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>	<ul style="list-style-type: none"> • The head of the sixth form and sixth form tutors will interview students • In the Sixth Form students have the opportunity to have an additional interview with an independent and impartial careers adviser. • The Sixth Form tutor team are a specialist team who meet regularly with their form group to discuss their career plans and aspirations. • Parents/carers are invited to meet the Head of Sixth Form with the student when next steps are not in place, to discuss career pathways • Students with special needs have an annual review and an action plan is put into place