

Statutory Guidance from the Department of Education

In January 2018 the Department of Education released new statutory guidance for schools to use to develop the careers provisions for their students. A copy of the document from the DfE can be found using this link <https://bit.ly/2OyW6QZ>

The careers strategy sets out that every school and academy should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. There are eight benchmarks in total and schools are expected to be meeting all the benchmarks by the end of 2020. Here at Holy Family we are well on our way to meeting all the benchmarks and have set ourselves the target of meeting them all by the end of 2019, a year ahead of the government requirement.

The table below sets out the eight Gatsby Benchmarks with a summary of how we plan to meet them at Holy Family.

Benchmark	By the end of 2019
<p>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 students, parents, teachers, governors and employers.</p>	<p>Our whole school careers programme is written down and published on the school website. Details can be found in the Pupil Section of the Careers page on the school website. Our Careers Policy can be found on our Policies page of the school website. This policy has explicit backing of the Senior Leadership Team and our named Careers Leader is Mr D Devlin. Our programme is evaluated yearly and we welcome feedback from students, parents, staff and employers.</p>
<p>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. They will need the support of an informed adviser to make best use of available information.</p>	<p>All students have access to an online careers platform called Unifrog (www.unifrog.org) where they can access and use information about career paths and the labour market. Students have dedicated form time throughout the year where they can have access to information about the labour market. Parents are encouraged to access and use the information to help support their children to make informed decisions regarding future careers. The following link is to a document from Careers Yorkshire and the Humber which parents may find useful https://bit.ly/2PjJyZV</p>
<p>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 each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p>All staff actively seek to challenge stereotypical thinking and raise aspirations of students. A systematic record of the individual advice given to students during their career consultations by an independent careers adviser is kept and a copy is given to students. The Careers Leader oversees the collection and maintains accurate destination data of all Year 11 students. Additional careers advice is given to key groups (SEND, Student Premium, Most Able) by our independent careers adviser and/or post-16 providers. Parents are offered opportunities to speak with our independent careers adviser during Parent Consultation evenings for Years 8-11.</p>

<p>4. Linking curriculum learning to careers</p> <p>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.</p>	<p>All subject areas identify how knowledge and skills developed in the lessons is useful to students for particular careers.</p> <p>STEM subjects place particular focus on career paths and have regular 'STEM Career' lessons. Subject areas support the use the 'My Future, My Career' template once a term in all classes to highlight particular careers linking to their subject.</p> <p>Career days (once a term) are used to have a school wide focus on career paths in particular subject areas.</p>
<p>5. Encounters with employers and employees</p> <p>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.</p>	<p>Every year group has at least one meaningful encounter with an employer or employees.</p> <p>In Years 7 and 8 this is done through guest speakers or visits to workplaces organised by individual departments.</p> <p>In Year 9 students participate in a speed networking session with a range of local and national employers.</p> <p>Students in Year 10 have access to visit local STEM employers, such as Drax Power Station, through their STEM subjects.</p> <p>In Year 11 students have access to a range of visiting speakers from post 16 education providers, apprenticeship providers and employers.</p>
<p>6. Experiences of workplaces</p> <p>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.</p>	<p>All Year 10 students have the opportunity to participate in one weeks work experience.</p> <p>All subject areas provide at least one work place visit or have a visiting speaker for students during their time at Holy Family.</p>
<p>7. Encounters with further and higher education</p> <p>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 schools, colleges, universities and in the workplace.</p>	<p>All Year 8 and 11 students are invited to attend a post-16 fair where they can speak to a range of further education providers.</p> <p>All Year 11 students have a visiting speaker from a local higher education provider to provide information about higher education.</p> <p>All Year 11 students have a visiting speaker from a range of local colleges to provide information about further and higher education.</p> <p>All Year 11 students have a visiting speaker from the National Apprenticeship Service.</p> <p>All Year 10 students have the opportunity to visit several local post-16 providers for taster sessions.</p> <p>All Year 10 students have the opportunity to visit a local University.</p>
<p>8. Personal guidance</p> <p>Every student should have opportunities for guidance interviews with a career 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.</p>	<p>Every student has at least two career consultations with our independent careers adviser, once in Year 8 and once in Year 11. Additional yearly consultations are made for students in key groups (SEND, Pupil Premium and Most Able).</p>

How the impact of our careers programme is measured

We will know our careers provision is effective by having large numbers of pupils progressing to appropriate Further and Higher education and/or enrolling on apprenticeship or traineeship programmes. We aim to close the gap in positive destinations between pupils from disadvantaged backgrounds and others.

To do this we use data from North Yorkshire Local Authority to access how successfully our pupils have transitioned into the next stage of their education.

We will ultimately know that our careers provision is effective by having zero pupils classed as NEETs (Not in Education, Employment or Training) once they leave school after Year 11.

We also seek feedback from pupils, parents, post-16 providers and employers regarding our careers programme and welcome comments on how effective it is and how it could be improved.

Date of Review: September 2019

Further information: Please feel free to contact our Careers Leader Mr D Devlin using the email address devlind@hollyfamilycarlton.org or by phone on 01405 860276