



Marshland Careers Guidance Strategy 2020-2021

CEAG Strategy			
Current Status	Operational	Last Review	22/01/2021
Responsibility for Review	DSu / CW	Next Review	22/4/2021
Internal Approval	SLT	Originated:	8/1/2018
External Approval	Mr Buxton, Enterprise Advisers		

Introduction

All students at Marshland High School are entitled to access careers education, information advice and guidance throughout their time here. This means providing a high-quality service to support current and prospective students through a reliable cross School/College network.

In line with the recent DfE guidance 'Careers Strategy' document (December 2017) we will continue to ensure that our students have access to high-quality support to make decisions about the next step that is right for them and to aspire to achieve their full potential. To achieve this aim, we will be using the Gatsby Charitable Foundation's Benchmarks to continue to develop our careers provision at Marshland High School. Our Careers Action Plan for 2020 – 2021 is also based on these benchmarks, using the eight key principles to drive our careers programme forward. This document can be found at the end of this strategy.

We recognise that we must continue to develop external partnerships with employers, multi-agency services and higher education providers so that students continue to receive a high-quality Careers experience here at Marshland High School.

The guidance provided in this strategy covers the following:

- Our student offer
- Responsibilities of staff
- Developing Employer Engagement
- Parent/Carer involvement
- Supporting Social Mobility
- Our commitment to Professional Development

Our Compass Results

In 2014, Lord Sainsbury's Gatsby Charitable Foundation published a report by Professor Sir John Holman, Adviser in Education at the Gatsby Charitable Foundation, titled "Good Career Guidance."

The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

<i>Gatsby Benchmarks</i>	<i>Score</i>
<i>1. A Stable Careers Programme</i>	94%
<i>2. Learning from career and labour market information</i>	100%
<i>3. Addressing the needs of each pupil</i>	100%
<i>4. Linking curriculum learning to careers</i>	100%
<i>5. Encounters with employers and employees</i>	100%
<i>6. Experiences of workplaces</i>	25%
<i>7. Encounters with further and higher education</i>	100%
<i>8. Personal guidance</i>	25%

The Gatsby Benchmarks have a key role in:

- Raising young people's aspirations and promoting access to all career pathways
- Enabling all young people to develop the skills and outlook they need to achieve career wellbeing, including adaptability and resilience
- Underpinning the Department for Education guidance to schools on meeting their statutory responsibility for careers guidance.

The Gatsby Benchmark Toolkit

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/gatsby_benchmark_toolkit.pdf

Action Plan

Benchmark	Areas to Improve	Actions	Outcomes	Timescale
1) A stable career programme	Information on the website to be aimed at all stakeholders. Getting feedback on the career programme from parents.	Update the website to include information aimed at Students, Teachers, Parents and Employers Provide parents with a google form asking for feedback on the career programme.	Information is accessible for all on the website and compliant. All stakeholders have an opportunity to provide feedback into the careers programme.	Jul 2021
2) Learning from career and labour market information	Encourage parents and carers to use Unifrog to support their children in identifying career path and labour market information.	Test/ email parents to inform them of the opportunity they have to access Unifrog.	Parents can support pupils with making decisions about careers and their next steps.	Jul 2021
4) Linking curriculum Learning to careers	Careers links within lessons of the core subjects.	Core subject departments to add careers links to their scheme of learning. At least 2 per year group.	Pupils can relate what they are learning within the curriculum to future career possibilities.	Jul 2021
6) Experience of work places	All pupils get experience of a work place in the form of a virtual tour with opportunity to complete related activities.	Find companies that will support in providing a work place tour (using Futures First and the Careers Enterprise for support).	All pupils have experienced the inner workings of at least one company.	Jul 2021
8) Personal Guidance	All pupils to receive independent personal guidance	West Norfolk Academy Trust are providing an independent trained careers advisor to support our students with independent careers advice.	Students will make appropriate career choices when applying and transitioning into post 16.	July 2021

Aims of the Strategy

The strategy is in place to ensure that all young people have opportunities to acquire and develop the skills needed for Higher Education, apprenticeships, employment and training matched with the skills required by employers. We do this by providing guidance that makes a difference to young people's lives, and including those from disadvantaged backgrounds, making sure that we do not promote a narrow view of opportunities.

For our students we will ensure that:

- They should be enabled to make informed choices through a variety of experiences in tutorials and through the curriculum and the tutor programme.
- They have varied opportunities for self-development as they explore a range of career options which are made available to them through a range of activities e.g., Sixth form and/or College taster days, HE Day, Careers Fair including both employers and further education providers, Enterprise Adviser Network.
- They develop an understanding of themselves so that they become self-aware, flexible and responsive as they develop skills needed for planning and managing their own career development using our online resources through Unifrog.
- They have support to explore opportunities in work, training and further/higher education.
- Students know and understand the full range of career options available to them on completion of their course through the various sources of information and guidance, both within and beyond Marshland High School.
- They have access to and are made aware of relevant changes in education, training and employment.
- Students know where they can access appropriate information advice and guidance through our online resources related to Volunteering, Employment, Work Experience, Higher Education and Apprenticeships.
- They are supported on decisions relating to next steps and career decisions.
- Students can access relevant careers information and preparation for employment through bespoke tutorials.

Responsibilities of Staff & Enterprise Advisers: Monitor student opportunities and engagement in relation to careers.

Careers Leadership Team: D. Saunders, C.Whitehouse, D. Stannard, D.Hudson