

Honiton Community College Careers Strategy 2019 – 20



Our aim is that all students:

- Understand the full range of education opportunities that are available to them and how they link to possible future careers.
- Are aware of apprenticeships and the full range of career opportunities they may lead to.
- Learn from a range of employers about the world of work and the soft skills that are valued in the workplace.
- Have an effective programme of advice and guidance that is delivered by a range of people.
- Understand how the curriculum links to possible careers.
- Have time to reflect and record their career plans and research.

This will be achieved through:

- The careers element of the Life Skills programme of lessons.
- An employer encounter in every year.
- All visits must have a careers element.
- As the KS3 curriculum is reviewed teams will include specific reference to possible careers when appropriate.
- Maintaining close links with The Careers & Enterprise Company and Enterprise Advisors.
- Maintain close links with local higher and further education establishment.
- Providing all students in Y11 with a careers triage interview with support from CSW when needed.
- Use of Skills Builder, where appropriate, to support the development of soft skills.
- Providing all Post-16 students with triage interview.

This will be evaluated/monitored through:

- Compass Careers Benchmarking tool twice a year.
- Student questionnaire about careers during Consultation Week.
- Monitoring by Link Governor attending meetings and reporting back to T&L Governor sub-committee.
- Student evaluations after each Employer Encounter.

Year	Life Skills Input Term 3	Life Skills Input Term 6	Employer/Education Encounter	Success criteria
7	Enterprise skills & introduction to careers through Careers Pilot. Challenging career stereotypes & raising aspirations.	Making ethical financial decisions. Saving, spending & budgeting our money.	'Guess my role' activity. Reflection and recording on Careers Pilot with employer support.	90% of students have explored Careers Pilot and 75% have shared this with their parents.
8	Understanding careers & future aspirations. Identifying learning strengths & goal setting as part of GCSE option process.	Evaluating value for money in services. The Real Game. Risks & consequences in making financial decisions.	'Guess my role' activity. Reflection and recording on Careers Pilot with employer support.	90% of students have explored Careers Pilot and 75% have shared this with their parents.
9	Rights & responsibilities in the community. Tackling age & disability discrimination. Option support use of Skills Builder	Planning & carrying out an enterprise project. Reflecting on learning and development in key areas.	Enterprise activity with employers University of Exeter Scholars programme	At least 10 students are on Exeter Scholars programme. 90% maintain Careers Pilot record
10	Apprenticeship Assembly Option support use of Skills Builder	Preparation for Futures Week including CV preparation & preparation for Mock Interviews. Evaluation of Y10 and planning for Y11.	University of Exeter Scholars programme Next Steps Futures Week including mock interview	Students maintain Exeter Scholars programme 90% students fully engaged with Futures Week
11	Understanding the College application process & plans beyond school. Skills for employment & career progression. Individual Careers Triage interviews		University of Exeter Scholars programme New College Oxford link programme	Students maintain Exeter Scholars programme All students make successful transition to next step.
12	UCAS Fair Visits to / briefings from universities	UCAS application visit to Plymouth University Apprenticeship registration	University of Exeter Scholars programme Work Experience	Students maintain Exeter Scholars programme
13	Visits to Universities		University of Exeter Scholars programme	Students maintain Exeter Scholars programme. All students make successful transition to next step.

Benchmark Summary Criteria

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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.	<p>Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
2) LEARNING FROM CAREER AND LABOUR MARKET INFORMATION.	Every pupil, 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 the best use of available information.	<p>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
3) ADDRESSING THE NEEDS OF EACH PUPIL	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.</p>
4) LINKING CURRICULUM LEARNING TO CAREERS	<p>All teachers should link curriculum learning with careers.</p> <p>For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.</p>	<p>By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>

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5) ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	<p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p> <p>This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes.</p>	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter*with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6) EXPERIENCE OF WORKPLACES	<p>Every pupil 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>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>
7) ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	<p>All pupils 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>By the age of 16, every pupil should have had a meaningful encounter*with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p>By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p> <p>A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8) PERSONAL GUIDANCE	<p>Every pupil should have 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. These should be available whenever significant study or career choices are being made.</p> <p>They should be expected for all pupils but should be timed to meet their individual needs.</p>	<p>Every pupil 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>