



Policy:	Careers Guidance
Date adopted:	September 2022
Date to be reviewed:	September 2023
Signed:	Ian Roe
Position:	Chair of Governors On behalf of the Full Governing Board

Introduction

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, Dorchester Learning Centre (DLC) seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

The school has an ongoing commitment to:

- Providing a planned programme of activities to which all students from Years 7 – 11 are entitled which will help them to plan and manage their careers (Appendix 3)
- Providing IAG which is impartial, unbiased and is based on their needs
- Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance, such as: Section 19 Education Act (2011), The Technical and Further Education Act (January 2017), Careers strategy: making the most of everyone's skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018); Updated Statutory Guidance (October 2018 and July 2021) as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance.

The eight Gatsby benchmarks of good career guidance:

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.

(See Appendix 4 for the Gatsby Benchmark Action Plan)

- Working in partnership with the Prospects Service to ensure all students access education, employment or training at the relevant transition points

Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment and SEND.

Entitlement

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to meet the Gatsby Benchmarks of good Careers education, raise aspirations, challenge stereotyping

and promote equality and diversity.

The careers programme is designed to meet the needs of the students at Dorchester Learning Centre to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The primary aims of the Careers Education and Guidance programme are to:

- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages including financial management
- Ensure that, wherever possible, all young people leave the school with employment, further education or training

CEIAG at DLC aims to provide students with the skills, knowledge and understanding to support the 3 core aims of the CDI framework for careers, employability and enterprise education:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work.
- Developing your career management and employability skills.

The CEIAG programme provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers. The intended career learning outcomes for students are based on the National Framework and can be found embedded in the Statement of Entitlement (Appendix 1).

Adjustments to the Careers Education, Information, Advice and Guidance and Employability Learning Policy will be made on an individual basis, considering our equality duties under the Equality Act 2010 and in particular the need to make reasonable adjustments in the individual circumstances of the student.

Assessment

Through evaluation following career-related events we assess whether students have achieved these aims. Aims and objectives are shared in PSHE Careers lessons and revisited at the end of lessons to assess whether they have been achieved.

Implementation: Management

Responsibility for this programme is with the Careers Leader. They plan, co-ordinate and evaluate the careers programme. They also plan and implement work experience for Y10 & 11 pupils. Subject leaders and tutors are consulted to ensure appropriate coverage of careers themes in the PSHE programme, tutor time activities and in applied subjects across the school. All subjects have a focus on and link to career development and employability learning. This is co-ordinated through the work of the Careers Leader.

Implementation: Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. The Careers Leader addresses the needs of all students, including support from teachers and external agencies, such as the independent Careers Advisers.

Careers information is available in the Library and on Unifrog.

Implementation: The CEIAG Programme

The careers programme includes careers lessons (within the school's PSHE programme), tutor time careers sessions, career guidance activities (group work and individual interviews), information and research activities, employability and individual learning planning which are recorded on a career's software package.

Other focused events, include a careers day held for KS4 in the Autumn term and visits to higher education providers for Year 10 during the summer term.

Students are actively involved in the evaluation of activities, including work experience, through lessons and in written feedback.

All students receive at least one careers interview with the Independent Careers Adviser during KS4 and additional intervention strategies are introduced for those students who may find processes particularly challenging. The Careers Adviser is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance. All students are given the opportunity to request an additional careers appointment with the independent Careers adviser.

The Careers Leader provides an important contribution to the planning, design and delivery of all aspects of our Careers education programme, including careers day, allowing for current labour market intelligence to inform these processes. Those pupils at risk of not being in education, employment or training post-16 are identified and have additional meetings with the Careers Advisor, after which appropriate interventions are agreed and implemented.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and transition between education and the world of work.

Staff Development

Staff training is identified by a needs analysis and planned for in the SIP.

External Partnerships

An annual partnership agreement is negotiated between Dorset Youth for Christ who provide the external, independent Careers Advisor.

The school works with the Enterprise Co-ordinator from the Careers and Enterprise Company to make links with business. Firm links have been established with a range of employers, particularly through the provision of work placements.

Apprenticeship information is shared with pupils via Unifrog and the careers advisers. In addition, employers offering apprenticeships visit the school to facilitate work-related learning and speak to pupils about opportunities within their companies and sectors during the annual careers day.

Strong links also exist with further education colleges, apprenticeship providers and training providers, and pupils in year 10 have the opportunity to visit further education colleges for taster days during the summer term.

Any provider wishing to request access should contact the Careers Leader in the first instance (Provider Access Policy – Appendix 2).

Resources

Funding is allocated in the annual budget-planning round in the context of whole-school priorities and particular needs in the CEIAG area. The Careers Leader with oversight of CEIAG is responsible for the effective deployment of resources.

Monitoring, review, evaluation and development of CEG

Our partnerships are reviewed regularly. The following provision is reviewed by the Careers Leader who has oversight of CEIAG:-

- Review of all career's events by Careers Leader.
- Lesson and tutor observations within PSHE/ SMSC lessons as part of School Self Evaluation
- Developmental activity is identified annually in the SIP.
- Feedback on the effectiveness of the CEIAG programme is sought through student focus Groups and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the school's adherence to the Gatsby Benchmarks

Appendix 1

Employability Learning and Careers Education, Information and Guidance Statement of Entitlement

Careers Education Entitlement

As a pupil at Dorchester Learning Centre, you are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help you to recognise and develop your skills and abilities, know what opportunities are available in the world of work and to make plans to help you achieve your education and career goals.

At all Key Stages you can expect to...

- Access a planned programme relevant to your year group.
- Access a qualified impartial and independent careers adviser for personalised advice and guidance.
- Recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions.
- Have information about the world of work and how the labour market is changing.
- Be given information about further and higher education, training and apprenticeships and employment routes.
- Take part in activities which challenge stereotyping and raise your aspirations.
- Develop skills and qualities to improve your employability.
- Develop enterprise skills.
- Be well prepared for different transitions.
- Help to develop financial capability skills.
- Develop and strengthen your personal presentation skills for selection processes.
- Signposting to relevant up-to-date and impartial sources of careers information and advice.
- Not have limitations imposed on your aspirations based upon your social, economic or ethnic background.

ALL STUDENTS WILL:

By the end of Key Stage 3:

- Begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals.
- Be able to access, use and complete work using careers resources via Unifrog.
- Set targets and review your progress.
- Receive careers lessons within PSHE lessons.
- Receive careers information and on-going support from staff such as your Tutor.
- Take access information about different careers, future education, curriculum areas and the implications of studying specific subjects in Key Stage 4.
- Have been given the opportunity to have a meeting with a qualified, independent, and impartial careers guidance adviser.

By the end of Key Stage 4:

- Experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a Spiritual, Moral, Social and Cultural education programme, through PSHE and tutor group time.
- Be offered at least one individual appointment with a qualified, independent, impartial careers adviser.
- Devise an action plan towards your career goals in PSHE and Careers lessons.
- Have listened to talks on different careers.
- Have been given the opportunity to speak to representatives from various sectors of the world of work.
- Have developed financial capability skills.
- Have produced and reviewed a curriculum vitae.
- Have written a formal letter, e.g. covering letter.
- Been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options.
- Develop presentation and interview skills.
- Be able to access, use and complete work using resources via the Unifrog site.
- Be offered the opportunity to take part in taster days/ sessions.
- Have visited or spoken to representatives of further or higher education institutions, such as Colleges or universities.
- Be given the opportunity to take part in work experience.

Appendix 2

Provider Access Policy

Introduction

In accordance with the requirements of the Statutory Guidance, 'Careers guidance and access for education and training providers' (October 2018) and the obligations placed upon schools by Section 42B of the Education Act 1997, this policy statement sets out Dorchester Learning Centre's arrangements for managing the access of education and training providers to pupils at the school.

Pupil Entitlement

All pupils in years 8-11 are entitled to:

- planned careers provision which provides information about the full range of education and training options, including technical and apprenticeship routes, at each transition point
- information from a wide range of education and training providers about the opportunities they offer
- to understand how to make applications for the full range of academic and technical courses.

Management of Provider Access Requests

Access Procedure

A provider wishing to request access should contact Matthew Farnham, Careers Leader, Telephone: 01305 261213; Email: m.farnham@dlc.dorset.sch.uk.

Opportunities for Access

- We actively seek to build partnerships with outside agencies, to broaden our pupils' horizons and to provide them with exposure to a range of education and career pathways.
- We would encourage providers to contact Matthew Farnham, our Careers Leader to find a suitable event to access pupils. All events will need a minimum lead time of six weeks.
- We run a wide range of careers events throughout the year, and we have the capacity to offer ad-hoc events. We would particularly welcome providers' attendance at the career's day in the autumn term.

Facilities

- The school can offer a variety of hall and classroom spaces for use by providers.
- Audio-visual equipment is available.
- Providers are welcome to leave copies of their prospectus, or other relevant literature, for distribution.

Appendix 3

Programme of Learning

	Autumn Term	Spring Term	Summer Term
Year 7	Introduction to Unifrog Communication Personal Interests Aiming High Well-being Aspirations	Teamwork Leadership Personality Exploring subjects Career Planning	Independence Communication The future Apprenticeships v Further Education Self-assessment
Year 7 (additional)	Guest speakers from education/training providers Alumni & professional mentors in curriculum areas. (This will be done virtually or within house)		

	Autumn Term	Spring Term	Summer Term
Year 8	Introduction to Unifrog Communication Personal Interests Aiming High Well-being Aspirations	Teamwork Leadership Personality Exploring subjects Career Planning	Independence Communication The future Apprenticeships v Further Education Self-assessment
Year 8 (additional)	Guest speakers from education/training providers Alumni & professional mentors in curriculum areas (throughout the year)		

	Autumn Term	Spring Term	Summer Term
Year 9	Career Planning Introduction to Unifrog Aspirations and interests Dream jobs and goal setting Communication Team work Leadership	Subject exploration Goal setting and planning Career planning and research Talking about activities/ CV building and interviews	Well-being in the workplace Career Terminology and research Work experience and apprenticeship research Budgeting Goal setting
Year 9 (additional)	Careers day arranged for December 2022		

	Autumn Term	Spring Term	Summer Term
Year 10	Introduction to Unifrog Aspirations and interests Work Experience/ Apprenticeships Communication Team Work Leadership	Skills and Enterprise Well-Being Career Planning/Research Talking about activities and themselves (interview practice)	Goal Setting Budgeting Interview practice CVs Applications
Year 10 (additional)	Careers day in December 2022 Visits to Weymouth college in 2023 Other virtual tours of HE providers		

	Autumn Term	Spring Term	Summer Term
Year 11	Introduction to Unifrog Aspirations/Interests Apprenticeships and colleges CVs Applications Interviews	College Applications Choices Goal setting/evaluation Revision	Revision
Year 11 (additional)	Careers day in December 2022 Other virtual tours of HE providers		

Appendix 4

The Gatsby Benchmarks Action Plan

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	Dorchester Learning Centre has appointed a Careers and Aspirations lead. Students will have access to Unifrog Careers Platform Report to governors November 2022 Links to be made with current and prospective employers with information pack.
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 advisor to make best use of available information.	Students will have access to Unifrog Careers Platform A Career Guidance advisor available for KS4 students for advice. Careers Day in December 2022
3	Addressing the needs of each student.	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.	Structured careers curriculum in place. Differentiated outcomes for each year group. Differentiated plans for each student.
4	Linking Curriculum learning to careers.	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.	Careers and Aspirations lead in place. Three career focussed weeks throughout the year within core lessons Promotion of career- based skills within STEM lessons.
5	Encounters with employees and employers	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. Every year, from the age of 11, pupils should participate in at least one meaningful encounter*with an employer. A 'meaningful encounter' is one in which the student has an	DLC employees to be encouraged to talk to students about work and previous work placements. Opportunities to meet with a variety of employers at Careers Day in December 2022.

		opportunity to learn about what work is like or what it takes to be successful in the workplace.	
6	Experiences of workplaces	Every student should have first-hand experience of the workplace through work visits, work shadowing and/or work experience.	Work experience. Visits to various work placements.
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 schools, colleges, universities and the workplace.	Information provided to children and parents/carers of open days for local colleges. Year 10 will access Weymouth college Open Day in June 2023 Trips to Universities for year 10/11s will take place in spring/summer term 2022
8	Personal Guidance	Every student should have opportunities for guidance interviews with Careers Advisor.	DLC will provide independent careers advice & guidance at Level 6 using an external advisor. Dorset YFC.