

Policy:	Careers Guidance Policy
Date adopted:	04 March 2025
Date to be reviewed:	March 2026
Signed:	<i>Ian Roe</i>
Date:	March 2025
Position:	Chair of Governors

## Careers at Dorchester Learning Centre

### **Our Vision:**

Our vision is to support, engage and enable learners to build confidence, resilience and motivation in order to achieve their full potential and to develop their talents so that they can fulfil their ambitions.

### Our Careers Strategy: Introduction

#### **Our commitment**

There has never been a time when careers guidance has been as important for young people as it is today.

At Dorchester Learning Centre, we have a critical role to play in preparing our learners for the next stage of their education or training and beyond. Our learners will be embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances will result in young people having several careers during their working life and potentially working in a career that does not currently exist.

With the greater choices of education, training and employment, our aim is to prepare learners for these ever-changing opportunities, responsibilities and experiences and to equip them with the skills to manage the choices, changes and transitions ahead of them.

#### **Our Values**

Our key values at Dorchester Learning Centre are for each and every learner to REACH their potential. We do that through;

- **Respect:** Respect is the foundation on which our school values are based. We promote care, trust and honesty with our learners, their families/carers, schools, all other partners and stakeholders.
- **Effort:** We recognise that our work has a positive impact on our learners and their families/carers, improving outcomes for all. We work tirelessly to improve the lives of our learners.
- **Achieve:** We have the highest expectations of both ourselves and our learners. We believe that all of our learners can make progress and achieve academically, socially and emotionally.
- **Communication:** In order to realise shared goals and achieve the very best for the learners we work collaboratively with parents/carers, schools and other stakeholders. We will communicate the highest standards and expectations at all times.
- **Happy and Healthy:** We have created a safe, secure and happy learning environment in which all learners can thrive. We equip learners with the knowledge

and skills they need to achieve well in life. We acknowledge and celebrate their successes widely.

## **Entitlement**

We have a whole school approach to careers education with every member of staff helping to deliver quality and impartial Careers Education, Information, Advice and Guidance, allowing learners to access the necessary information to help them make informed decisions about their futures. Our careers programme throughout the year supports our careers education curriculum and in line with the most recent careers guidance strategy (December 2017), our careers plan supports the achievement of the eight Gatsby Benchmarks. Careers Education at Dorchester Learning Centre is not just a stand-alone strand; it is integrated into every area of the school and woven into the school curriculum. Our aim is that learners understand how what they are being taught will link to their future pathways.

The careers leaders closely with EDT as well as the Careers Development Institute, and The Careers and Enterprise Company. Our independent level 6 careers advisor from EDT who support us with one-to-one advice for all Year 8 – Year 11 pupils as well as curriculum support and general advice.

## **Aims and Objectives**

The careers education, information and guidance programme is designed to meet the needs of each and every young person at Dorchester Learning Centre. It is differentiated to ensure progression through activities that are appropriate to our learners' stages of career learning, planning and development.

### **The main aims of the careers provision at Dorchester Learning Centre are to:**

- Develop and maintain a culture of high aspirations through a fully embedded careers education, advice, information and guidance programme.
- To raise and track learners' engagement within the careers programme during their journey through Dorchester Learning Centre and evaluate to ensure that learners are supported in raising their aspirations whilst being mindful of the ever-changing and competitive world around them.
- Build a continuously increasing and relevant network of partners and providers who can engage learners in developing their career pathways. These partners will work in partnership with subject areas/key stages to develop collaborations enabling opportunities for learners to see clear links between their subject learning and the world of work.

## **Legal framework**

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' 2018
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- Provider Access Legislation – we publish details on the school careers programme and a policy statement on provider access on our website.

## **Roles and Responsibilities**

The governing body is responsible for:

- Ensuring that all registered learners are provided with independent careers guidance from Year 8 to Year 11
- Ensuring that arrangements are in place to allow a range of education and training providers to access all learners and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the Head Teacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

### **The careers leader is responsible for:**

Our careers leader is Prue Gosney, and she can be contacted by phoning 01305 261213 or emailing [p.gosney@dlc.dorset.sch.uk](mailto:p.gosney@dlc.dorset.sch.uk).

- Managing the provision of careers information.
- Liaising with the Head Teacher and the Senior Leadership Team to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with teachers, learning mentors, the pastoral team, and the SENCO to identify learners needing guidance.
- Referring learners to careers advisers.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers, training providers and employers.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing learners to have access to providers of technical education, such as colleges, training providers and apprenticeships to ensure every learner is well-informed about their future options at every stage.
- Using the Compass tool+ for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.

- Engaging with the designated teacher for look after children (LAC) for and previously LAC to ensure they know which learners are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Working closely with the SENDCO and other staff to identify the guidance needs of all learners with SEND and implement personalised support.
- Ensuring that learners with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

**The careers adviser is responsible for:**

- Reporting regularly to the careers leader, regarding learners progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature depending on the you person's needs, and visual displays in school.
- Attending regular meetings with the career's leader to discuss the school's career plan.
- Arranging meetings and follow-up appointments with learners.
- Offering services to past learners for up to a year after their departure from compulsory education.
- Coordinating with the designated teacher to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

**Teaching and support staff are responsible for:**

- Ensuring careers education is planned into their lessons and is shown in planning.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages learners to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

## **Addressing the needs of pupils**

The Dorchester Learning Centre's careers programme will aim to raise the aspirations of all learners whilst being tailored to individual needs. The programme will inform learners of the range of opportunities available to them in all locations, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure learners from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

Comprehensive and accurate records will be kept to support the career development of learners. Destination data will be retained by the school for at least three years. Information about destinations, e.g. the number of pupils attending different settings will be published on The Dorchester Learning Centre website.

## **Targeted support**

The school will work to identify learners who need targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these learners can be referred for support drawn from a range of education and training support services available locally.

## **Learners with SEND**

The Dorchester Learning Centre will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.

The careers leader will work closely with the SENDCO and other staff to support learners with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of learners to help them understand what career options are available.

Surveys will be conducted to find out individual learners' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to learners needs based on their own aspirations and abilities.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform learners about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Learners will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Careers guidance will focus on a learner's career aspirations and the post-16 options which are most likely to give the learner a pathway into employment or HE. The SEND local offer will be utilised; annual reviews for a learner's EHC plan will be informed by good careers guidance.

Learners with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.

When arranging work experience for learners, the school will work with the employer to put in place any additional support that will be needed during the work placement.

### **Staff Training and Updates**

The Dorchester Learning Centre's careers programme will ensure that all staff are kept up to date with all relevant information.

This will include the following:

- A copy of the Careers Strategy and Policy annually and be signed to say they have read it
- A copy of the CPD calendar showing all relevant training sessions (1 per term for Careers)
- Emails to share updates about local and national initiatives such as National Careers Week
- Monthly Email to share relevant local/national Labour Market Information (LMI) so that staff can have appropriate conversations with learners
- Termly review of the careers programme to be sent to SLT, Link Governor and our Careers Enterprise Advisor but which can be made available to all staff
- Development of a specific Careers Calendar showing local and national events and initiatives that staff can become involved with

### **External Engagement Planning**

During the course of the next three years, The Dorchester Learning Centre hope to achieve three targets as laid out on pages 8-12. These targets show how we successfully support our learners to achieve their very best and improve aspirations. To facilitate this, we have successfully engaged an enterprise advisor from Dorset Build and Maintenance. We will also work closely with our Link Governor for careers, Sue Wood and the Dorset LEP. Our plans for the future include;

- Creating a strong network of local employers able to offer a range of experiences for our learners including site visits, apprenticeship workshops, visits into school to present their company, work experience opportunities and employer engagement videos



- Development of our alternative placement opportunities to include work experience for all pupils in KS4
- Develop opportunities for learners to gain greater experience of the workplace including more hands on and practical opportunities
- Develop opportunities for our younger pupils to gain an understanding of different jobs and employment opportunities in their local area
- Deliver a careers fair in school and visit other local events relevant to our learners
- Engage parents/carers in Careers Education

## Careers at Dorchester Learning Centre

### 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.	Dorchester Learning Centre has appointed a Careers and aspirations lead Students will have access to Unifrog Report to governor's links to be made with current and prospective employers 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 A career guidance advisor for year 8-11 for advice Careers day in February 2025
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 career 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 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 opportunity to learn about what work is like or what it takes to be successful in the workplace.	Dorchester Learning Centre employees to be encouraged to talk to students about work and previous work placement Opportunities to meet with a variety of employers at Careers fair February 2025
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 route 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 Post 16 open days. Trips to Universities for year 10 and 11. Opportunities to meet with a variety of employers through talks and at Careers Day in February 2025
8	Personal guidance	Every student should have opportunities for guidance interviews with a Careers Advisor.	Dorchester Learning Centre will provide independent careers advice and guidance at level 6 using an external advisor, Penny McCartney from the Education Development Trust

## Careers at Dorchester Learning Centre

<p>Strategic Objective</p> <ul style="list-style-type: none"> <li>• Further development to the Careers, Information and Guidance programme across all Key Stages to improve the quality of the provision and reduce the number of learners that become NEET             <ul style="list-style-type: none"> <li>• To support the sustained transition of Year 11 into POST-16 pathways                 <ul style="list-style-type: none"> <li>• Ensure all Gatsby Benchmarks are covered</li> </ul> </li> </ul> </li> </ul>
--

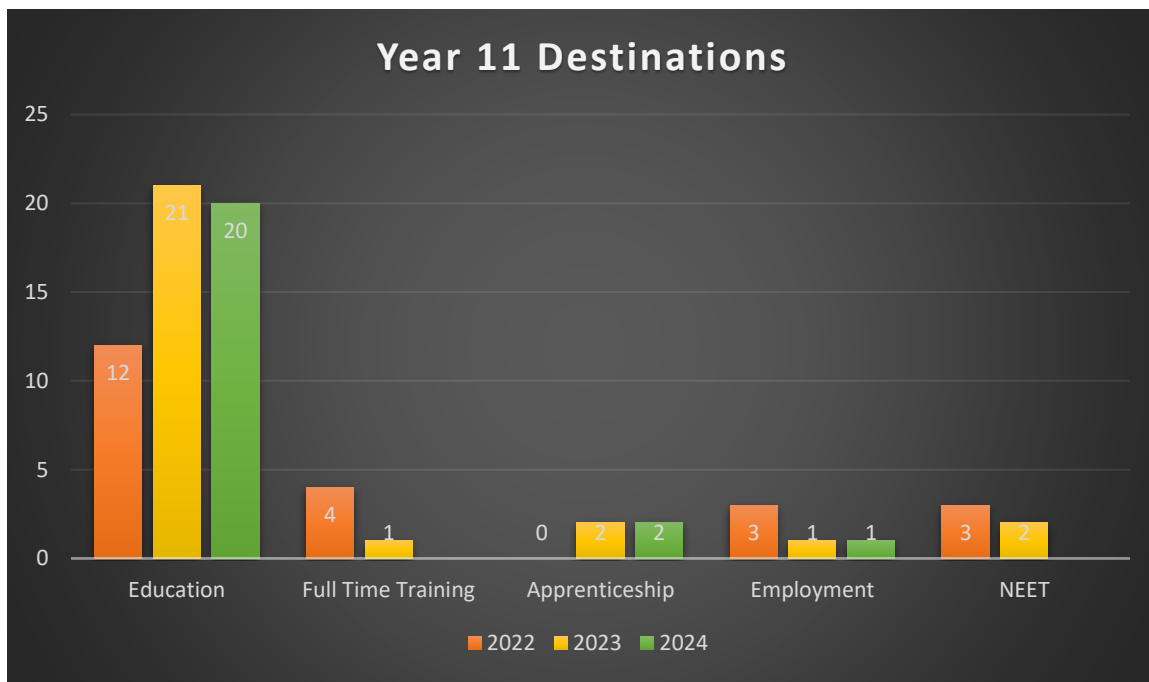
<b>Term</b>	<b>What are the targets? What do we have to do to achieve the targets?</b>	<b>What actions we will take as a school to achieve these targets?</b>
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• Careers programme in place for all key stages, including employability skills alongside the Independent Living and PSHE curriculums.</li> <li>• All Y11 learners have a second career interview and POST 16 action plans completed</li> <li>• Learners have opportunities to experience LMI related careers focus.</li> <li>• All Secondary learners have accessed Unifrog</li> <li>• Develop local network of PRU/AP Careers Leads</li> <li>• Complete termly reviews for SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Implement the Careers Programme into the whole school including an employability programme into KS3 &amp; KS4</li> <li>• Regular CPD training for all staff to deliver the new Careers programme</li> <li>• Monitor and Evaluate the programme by staff and learners each half term</li> <li>• Career Pathways are referenced in curriculum schemes of learning and each subject/key stage has career displays</li> <li>• Use of the relevant parts of the Skills Builder programme of key employability skills across the Curriculum</li> <li>• Pre-arranged 1-2-1 appointments for Year 11 learners with our independent career's advisor</li> <li>• Use of Unifrog Platform for Learners in Yr7-11 to develop</li> </ul>

		<p>personal development plans and use as a research tool for future jobs/careers and LMI</p> <ul style="list-style-type: none"> <li>• A range of in-school and offsite visits to employers, training providers and post-16 learning providers completed with learner interest taken into account</li> <li>• Termly network meetings with PRU/AP Network</li> <li>• Complete in school termly Careers/STEM review</li> <li>• Complete Compass+</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• 50% of Y11 learners secure appropriate destinations Post – 16</li> <li>• All groups of learners have experienced at least two opportunities with employers, training providers or post-16/post-18 providers</li> <li>• 50% of Y10 learners have their first careers 1-2-1 interview with the independent career's advisor, action plans initiated</li> <li>• secondary learners continue to access Unifrog and have developed their individualised profiles and action plans</li> <li>• All learners participate in National Careers Week, National Apprenticeship week, STEM and science weeks</li> <li>• Develop local network of PRU/AP Careers Leads</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with regular CPD training for all staff, but have a focus on local businesses/employers visiting school and speaking with staff or linking with individual staff</li> <li>• Staff have time at the start of the year, and then reviewed throughout the year, to update their schemes of learning and that they are given access to the relevant and most up-to-date LMI and careers education information and resources including skills builder</li> <li>• Run a termly business breakfast (or similar) to encourage greater local partnerships with employers/businesses</li> <li>• Host a careers fair during Apprenticeship week</li> </ul>

	<ul style="list-style-type: none"> <li>• Complete termly reviews for SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure a range of in-school and external visits during National Careers week &amp; National Apprenticeship week</li> <li>• Link with other curriculum areas to deliver STEM based activities with links to LMI</li> <li>• Half termly network meetings with PRU/AP Network</li> <li>• Complete in school termly Careers/STEM review</li> <li>• Complete Compass+</li> </ul>
<b>Summer Term</b>	<p>100% of Y11 learners secure appropriate destinations Post – 16</p> <ul style="list-style-type: none"> <li>• Destinations data show that improving number of Y11 learners are not NEET</li> <li>• All Y10 learners have their first careers 1-2-1 interview with the independent career's advisor, action plans initiated and/or updated</li> <li>• Learners have opportunities to experience Labour Market Information related careers focus.</li> <li>• Secondary learners given a range of opportunities to visit post-16 and post 18 destinations including training providers, employers and educational placements</li> </ul>	<ul style="list-style-type: none"> <li>• Careers and LMI presented to parents on review days, and careers fairs</li> <li>• 1-2-1 sessions with Yr11 learners on a weekly basis to secure post-16 destinations</li> <li>• Review practice within the AP network and share good practice</li> <li>• Pre-arranged 1-2-1 sessions with Year 10 students with independent career's advisor</li> <li>• Continued Year 11 support throughout the summer and autumn terms as required</li> </ul>

## Careers at Dorchester Learning Centre

Strengths	Weakness
<ul style="list-style-type: none"> <li>• Current staff have the skills, knowledge and experience to develop a successful service.</li>   <li>• Careers Leader role has sufficient, dedicated time for the service</li>   <li>• Work experience – students go out 1 day a week on long term basis from year 10.</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded careers within main curriculum areas is underdeveloped and not contextualised.</li>   <li>• Governors are not fully aware of the careers service in place.</li>   <li>• Unstructured approach to communicating the careers offer to parents.</li>   <li>• No Labour Market Information - LMI (local or regional) used within careers currently.</li>   <li>• We do not showcase apprenticeships enough within the school.</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Developing relationships with local training providers should increase the success of students progressing after leaving Dorchester Learning Centre.</li>   <li>• Additional, supportive careers sessions could be delivered as part of the package when staff absence occurs.</li>   <li>• Social Media (Twitter, Facebook, our website) could be utilised to inform parents at the moment we only have our website, along with a half termly newsletter.</li>   <li>• Starting the careers service earlier on in year 7, this will help ensure that students have been supported through the information and advice stages, in preparation for their careers interview.</li> </ul>	<ul style="list-style-type: none"> <li>• Existing careers service does not meet the Gatsby benchmarks.</li>   <li>• No all Gatsby Benchmarks being hit. <b>Insert compass report</b></li>   <li>• Students may not access parts of the careers service due to attendance issues (likely medical / mental health).</li> </ul>



- Our destination data shows a consistently low number of students becoming NEET (Not in Employment, Education or Training)
- We as a team to target those students we feel are most at risk of becoming NEET.

### Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity of visitors. Education and training providers will be expected to adhere to this policy.

### Premises and facilities

Dorchester Learning Centre will make the appropriate areas available based of the activity for discussions between providers and students. Where a provider wishes to deliver a presentation, we can support this with advance discussion and agreement with Prue Gosney. Providers are welcome to leave a copy of their prospectus or relevant literature with staff who will distribute to the relevant students at the end of the day. Providers are welcome to provide virtual material which can be distributed via email or school website.



## Careers Curriculum Plan for 2024-2025

Subject Lead – Prue Gosney

The Careers programme is to give the students at Dorchester Learning Centre the best opportunities and chance to succeed after they leave school. We aim to provide our students with the necessary skills in which to make informed decisions on their career paths and show them what is available. We aim to offer high quality career mapping by providing opportunities to access and study to achieve their targets/goals. Dorchester Learning centre want to inform our students of all the career opportunities/pathways they can follow to inspire them to achieve the best version of themselves. Our goals are to provide them with the skills and confidence to reach aspirations.

This is a working document and is updated as and when new opportunities arise.

### Year 7 and Year 8

	Content/Knowledge	Assessment
Autumn 1	The future and me  The world of jobs/careers  Unifrog Launch  Careers Terminology	Worksheets/Research  Research/Brainstorm and make posters  Unifrog treasure hunt  Booklet
Autumn 2	What are the employability skills  Explore employability skills  Careers Fair	Skillsbuilder  Skillsbuilder/Icebreaker games  Will open to other schools as well

Spring 1	LMI Meet an employer Careers in the curriculum	Research/Careersometer TBC – Face to Face and virtual MyPath why bother/info in subject folder
Spring 2	Exploring the world of work  £10 Challenge?	Panjango TBC – Face to Face and virtual
Summer 1	Careers questionnaires  Green careers  Gender Stereotypes	Compass plus  Powerpoint and discussions  Looking at the workplace stereotyping
Summer 2	Apprenticeships  Further education  Higher education	Looking at different apprenticeships (research)  Looking at different colleges and the courses  Looking at different universities and courses

### Year 7,8 and 9 mixed 12 week placement

	Content/Knowledge	Assessment
12 week placements	Various	Unifrog 12 week programme

### Year 9

	Content/Knowledge	Assessment
Autumn 1	Unifrog Launch Career terminology College visit	Unifrog Booklet Face to Face and virtual
Autumn 2	What are employability skills Explore employability skills Careers Fair	Skillsbuilder Skillsbuilder/Icebreaker games/powerpoint Will open to other schools as well
Spring 1	Meet an Employer World of work Understanding the workplace	TBC Panjango/research/worksheets/virtual work experience Look at the different types of employment, hierarchy and structures
Spring 2	Careers in the curriculum	MyPath why bother/info in subject folder

	Choosing a career	Poster/research a job and include the LMI
Summer 1	Careers Questionnaires Green careers Mock interviews	Compass plus Powerpoint/discussions Looking at the preparation
Summer 2	Qualifications/pathways Set goals for the future	Powerpoint/discussions/research Your choice powerpoint/research

### **Year 10**

	Content/Knowledge	Assessment
Autumn 1	Unifrog Launch Work Experience University visit	Unifrog Face to face and virtual (weekly through the year) Bournemouth Arts university and a virtual tour of their choice
Autumn 2	What are employability skills Explore employability skills Careers Fair	Skillsbuilder Skillsbuilder/Icebreaker games/PowerPoint Will open to other schools as well
Spring 1	Meet an Employer World of work	TBC Panjango/research/worksheets

	Green careers	PowerPoint/discussions
Spring 2		
Summer 1	Work life balance Careers in the curriculum CV writing Mock interviews	discussions MyPath why bother/info in subject folder Unifrog Staff/employers
Summer 2	Careers questionnaires College taster days Start identifying POST16 and how to apply for the pathway and grades needed	Compass plus Weymouth college careers day Research

## Year 11

	Content/Knowledge	Assessment
Autumn 1	Unifrog Launch Work Experience University visit	Unifrog Face to face and virtual (weekly through the year) Bournemouth Arts university and a virtual tour of their choice

	College visit	TBC
Autumn 2		
Spring 1	Green careers 1-1 Guidance Writing personal statement	Discussions/PowerPoint External stakeholder Unifrog
Spring 2	1-1 Guidance CV update	External stakeholder Unifrog
Summer 1	1-1 Guidance	External stakeholder
Summer 2	Careers questionnaires College taster days	Compass plus Weymouth college careers day

There will be activities covered by PSHE/Independent living as well

## **Experiences of the Workplace**

To continue with our commitment of working towards and sustaining the Gatsby Benchmarks in particular around Benchmarks 3,5,6. Students attending Dorchester Learning Centre will be given the opportunity to have some form of experience of the workplace. This can range from work experience placements, work visits or job shadowing. We believe that if a learner takes up as many opportunities of getting experiences within the workplace it can support in their POST16 pathway choices. Work experience placements are quality assured both internally and externally and we ensure all Health and Safety/Insurance checks are adhered to.

## **On and off-site activities**

Over the academic year the school arranges a range of on and off-site events for the students. These may include:

- Internal/External career fairs
- Training provider taster sessions
- Visits to colleges/further education
- Visits employers
- Speakers from industry and business