



Careers Education & Guidance Policy

Policy updated: November 2023

Policy to be reviewed: November 2024

1 Beliefs and values

- All pupils at Compass School are able to develop into confident learners, progress in their learning and fulfil their potential. The school consistently promotes positive attitudes, confidence, independence and perseverance. Pupil's self-esteem and resilience is raised through recognition of success and achievement.

2 Aim

- Within our curriculum, from key stage 2 to key stage 4, we aim to develop our pupils' employability skills, knowledge and aspirations to equip the pupils with essential skills necessary for successful transition to college, apprenticeships or employment and for preparing pupils for their subsequent career choices. This works alongside our school curriculum model to encourage pupils to progress in both academic and learning to learn.

3 Provision

- The provision meets the requirements of the Baker Clause which requires schools to provide pupils in years 7 – 11 with information about approved technical educational qualifications and apprenticeships.
- The intent of our careers curriculum at Compass School is to provide a stable careers programme where all pupils are provided with the opportunity to prepare for their transition into the world of work.
- Post 16 aspirations are discussed with secondary pupils where appropriate and supports the development of the pupils' personalised timetable which may incorporate external provision and/or work experience opportunities.
- Compass School supports "Every Teacher is a Teacher of Careers." This ensures that all subject teachers link employability skills and careers to their subject and have a visual display in each class room to show relevant links to career options.
- We deliver a careers programme to every pupil that is mapped across the curriculum. While this is predominantly carried out in the PSHE, SPICE (Social, Physical, Intellectual, Creative, Emotional curriculum) and Work Skills lessons, all staff are expected to promote careers. Our careers curriculum extends beyond the academic and actively supports pupil's wider personal development.
- Work skills lessons incorporate enterprise, employability, CV workshops, and team building
- Skills Builder essential skills curriculum is delivered to all pupils every half-term through the SPICE curriculum.

- External provision opportunities are linked to career progression and include courses in the arts, construction, mechanics, team building and carpentry.
- The Compass school website is updated regularly signposting parents and pupils to updated local and national information and job and apprenticeship opportunities.
- Work related experience for identified pupils is provided, to support their specific learning requirements and to personalise their timetables.
- Providers and employers are invited into the school to impart knowledge on apprenticeships and other programmes of study. Each pupil has the opportunity for a 1:1 Information and advice session with a member of the engagement team.
- All staff relevant are provided with resources such as “Access Southampton”, Careers Pilot, Young Southampton and Launch Your Career.
- There are planned opportunities to provide independent careers guidance through our partnership work with the Local authority

Careers Education and Independent Advice and Guidance is tracked across the school and is measured against the **Gatsby Benchmarks** of:

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, governors and employers.
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 best use of available information.
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.
4. **Linking curriculum learning to careers.** 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.
5. **Encounters with employers and employees.** Every pupil 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.
6. **Experiences of workplaces.** 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.
7. **Encounters with further and higher education.** 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.
8. **Personal guidance.** Every pupil 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.

4 What we expect from our staff

- Maintain high expectations of pupils
- Positively promote Careers education in the learning environment
- Support pupils in developing confidence and transition into the most appropriate Post 16 destination.
- Accompany pupils on Post 16 and work experience interviews.

- A member of the Engagement Team attends the City Careers Advisors network meetings and City Network Careers meetings
- Dedicated staff use the Compass+ Tracker to inform the Careers and Enterprise Company of progress towards achieving success in all eight Gatsby Benchmarks.

5 What we expect from our pupils

- To develop their learning to learn and employability skills so that they will be able to progress to college, apprenticeships or work as more confident learners.
- Engage positively with all aspects of the schools careers programme and opportunities such as attending college interviews and open days
- To attend destination appointments, interviews and open days.
- To maintain good attendance in all timetabled lessons both on and off-site including work experience placements.

6 What we expect from Parents/Carers

- Ensure their son/daughter attends their timetable and is ready to learn.
- Notify the Attendance Officer of any absences or lateness.
- Attend regular reviews and other meetings.
- Encourage success by letting the office, class teacher/tutor know of any factors which may affect the learning or behaviour of their son/daughter.
- Regularly access relevant Post 16/job updates and resources on the website
- Support with college visits and interviews, progress reviews and careers events/interviews.

7 Monitoring, Evaluation and Review

- Regular evaluation takes place through normal quality assurance procedures such as lesson observations, learning walks, AFL scrutiny and pupil feedback.
- Training is given to teachers on Every Teacher is a Teacher of Careers.
- Regular evaluation of careers programme from a staff, pupil, parent and employer perspective
- Termly Compass+ Tracker completion to evaluate our programme against the Gatsby Benchmarks.
- The analysis of destination statistics, RONI (Risk of NEET Indicator) and other relevant data.