

Whole School Careers Intent 2025 - 2026

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.

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.

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 with a focus on developing the following skills: Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership and Team work
- 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

Key Stage 2

As for Key Stage 1 and see below:

Self-Awareness:

- Pupils should have a basic understanding of their own strengths, abilities and interests
- Pupils should be encouraged to reflect on their skills and preferences to help them make informed decisions about their future career paths

Career Exploration:

- Pupils should be exposed to a variety of different career paths and job roles (traditional and non-traditional)
- They will have the opportunity to explore various industries and understand the different skills and qualifications required for different occupations

Transferable Skills:

- Pupils should have developed an awareness of transferable skills such as communication, team work, problem solving and critical thinking
- They should be able to understand how these skills are relevant in various job roles and how they can be developed and applied

Education and Training Pathways:

- Pupils should have an awareness of different educational pathways such as apprenticeships, further education and vocational training.
- They should understand the value of qualifications and potential career opportunities that arise from different educational routes

Work Ethics and Employability Skills:

- Pupils should be introduced to concepts of punctuality, reliability, professionalism and appropriate work place behaviour
- They should develop an understanding of the importance of these employability skills in securing and maintaining employment

Personal Finance:

- Pupils should be introduced to basic financial literacy skills such as budgeting, saving and understanding the concept of income and expenses
- They should have a basic understanding of the value of money and how to manage it effectively

Entrepreneurship and Enterprise:

- Pupils should be encouraged to develop an entrepreneurial mindset and an understanding of business principles
- They should be exposed to the idea of starting and running a business and should have opportunities to develop their creativity and problem-solving skills

Key Stage 3

By the end of Key Stage 2 pupils should have acquired a foundation of knowledge and skills in the following areas enabling them to make more informed decisions about their future education and career paths. The aim is to equip them with the necessary tools to succeed in their chosen endeavours and to lead fulfilling and productive lives

<p>In Key Stage 3, pupils will continue building on their skills and knowledge from Key Stage 2. By the end of Key Stage 3, pupils should have a solid foundation of careers education, allowing them to make informed decisions about future pathways. The aim is to empower them with the knowledge, skills and confidence necessary to pursue their chosen pathway and thrive in their personal and professional lives</p>	<p>As for Key Stage 2 and see below: Self-Assessment:</p> <ul style="list-style-type: none"> • Pupils should have a strong sense of self awareness, understanding their strengths, weaknesses, interests and values • They should have explored different career options and reflected on how their attributes align with various pathways <p>Career Exploration:</p> <ul style="list-style-type: none"> • Pupils should have expanded their knowledge of diverse careers and job roles • They should have opportunities to engage with professionals from various industries, helping them understand the realities of different careers and make more informed choices <p>Labour Market Information:</p> <ul style="list-style-type: none"> • Pupils should have access to current labour market information including trends, job prospects and skills requirements • This knowledge enables them to align their educational choices with future careers opportunities and adapt to the changing demands of the job market <p>Academic Pathways:</p> <ul style="list-style-type: none"> • Pupils should be aware of the academic pathways available to them beyond KS3 such as different qualifications, subjects and educational institutions • They should understand the entry requirements for various courses and the potential careers pathways associated with different academic routes <p>Skills Development:</p> <ul style="list-style-type: none"> • Pupils should continue to develop transferable skills essential for the workplace such as communication, team work, problem solving digital literacy and critical thinking • They should understand how these skills are relevant to different careers and be able to articulate their competencies effectively <p>Work Experience:</p> <ul style="list-style-type: none"> • Pupils should have the opportunity, where appropriate, to engage in work experience placements or volunteering to gain real life exposure, enhance employability skills and help pupils to develop a clearer understanding of specific job roles <p>Post 16 options:</p> <ul style="list-style-type: none"> • Pupils should have information about post 16 options including further education colleges, apprenticeships, vocational training and sixth form education • They should understand the advantages, requirements and potential career pathways associated with each option <p>Personal development:</p> <ul style="list-style-type: none"> • Pupils should have opportunities to develop personal qualities such as resilience, adaptability and a growth mindset, attributes which are crucial for navigating career challenges and setbacks and for fostering a lifelong learning attitude
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Key Stage 4

<p>In Key Stage 4, pupils will continue to build on their skills and knowledge from Key Stage 3. By the end of Key Stage 4, pupils should be well prepared to make informed decisions about their future education, training or employment. The aim is to equip them with the necessary skills, knowledge and confidence to transition on to their next steps and to sustain healthy productive lives in the community.</p>	<p>As for Key Stage 3 and see below: Self-Reflection and Goal Setting:</p> <ul style="list-style-type: none"> • Pupils should have a clear understanding of their interests, values and aspirations • They should have reflected on their strengths and areas for development and set realistic goals for their future career paths <p>Career Exploration and Research:</p> <ul style="list-style-type: none"> • Pupils should have explored a wide range of careers, including emerging industries and job roles • They should have researched specific occupations, using various resources such as online platforms, career fairs, industry events and networking opportunities <p>Labour Market Knowledge:</p> <ul style="list-style-type: none"> • Pupils should have a sound understanding of the current labour market including job trends, skills in demand and potential career paths. • They should be aware of local and national economic factors and the impact they may have on future employment opportunities <p>Post 16 Options:</p> <ul style="list-style-type: none"> • Pupils should be knowledgeable about post 16 options, including further education, vocational training and college courses • They should understand the entry requirements, duration and potential career outcomes associated with each pathway <p>Application Process:</p> <ul style="list-style-type: none"> • Pupils should have guidance on how to navigate application processes such as writing CVs, cover letters, online applications and personal statements • They should be familiar with application timelines and procedures for their chosen post 16 options. <p>Interview and Assessment skills:</p> <ul style="list-style-type: none"> • Pupils should have opportunities to develop interview skills including effective communication, body language and presenting themselves professionally • They should be familiar with different interview formats, including competency-based interviews and group assessments <p>Financial Literacy and Budgeting:</p> <ul style="list-style-type: none"> • Pupils should understand the basics of personal finance including budgeting, managing income and expenses and understanding student finance options for further education or training <p>Work Experience:</p> <ul style="list-style-type: none"> • Pupils should have had opportunities, where appropriate, to engage in meaningful work experience placements, enabling them to gain practical skills, industry knowledge and insights into work place expectations <p>Career Planning and Decision Making:</p> <ul style="list-style-type: none"> • Pupils should have a structured approach to career planning, including setting short term and long-term goals identifying necessary steps and resources and developing action plan to achieve their career aspirations <p>Entrepreneurship and Enterprise:</p> <ul style="list-style-type: none"> • Pupils should be encouraged to develop an entrepreneurial mind set exploring possibilities of starting their own business or becoming self-employed • They should have opportunities to develop their creativity, problem solving and innovation skills
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Careers Education and Independent Advice and Guidance is tracked across the school and is measured against the following **Gatsby Benchmarks**:

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.