



# Careers at Wey Valley Academy

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- PSHE Lead- Louise Bown
- AVP Spiritual, Moral ,Social & Cultural – Mark Salmon
- PSHE teachers



# Vision

‘Every young person at Wey Valley Academy to leave with an aspirational and achievable career path and have obtained the skills and knowledge of how to get there

Each student will become more motivated, confident and resilient in shaping their own future with the support of the Academy’



# Strategic Objectives

## Objective 1

- To provide and embed careers education and guidance within the curriculum, with the support from Staff at the Academy
- Provide staff with the training to embed and deliver Careers education and guidance across every curriculum area, making use of Local Market Information in its delivery.
- Benchmark 1, 3 & 4

## Objective 2

- Students to have access and understand information about national and local employment to make informed choices for the future
- Ensure that each student can access, are provided with and have made use of information on national employment and educational routes so they can make informed choices for the future.
- Benchmarks 2,5,8

## Objective 3

- Students to engage with external agencies, employers, alumni students and speakers that will allow them to help shape their own career path
- Use actions from one-to-one guidance sessions so that students will have gained experiences of work place environments that are meaningful to their individual needs.
- Benchmarks 5,6,7,8





# Gatsby Benchmarks

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



# Gatsby Benchmarks

5. Encounters with employers and employees

6. Experiences of Workplaces

7. Encounters with further and higher education

8. Personal Guidance



# What each year group will learn?

## Year 7

- ▶ Exploring careers
- ▶ How will careers change in the future?
- ▶ Identifying individual strengths and weaknesses
- ▶ Meeting the school Careers Advisor

## Year 8

- ▶ Exploring careers
- ▶ Research labour market information
- ▶ Stereotyping
- ▶ Employment laws
- ▶ Support in GCSE options



# What each year group will learn?

## Year 9

- ▶ Labour market information
- ▶ Introduction to careers planning and budgeting
- ▶ Work life balance
- ▶ Employability skills
- ▶ Linking careers ambitions to GCSE options choices

## Year 10

- ▶ Character and employability skills
- ▶ Organising work experience
- ▶ Understanding labour market information
- ▶ Preparing for work experience
- ▶ Careers College Experience



# What each year group will learn?

## Year 11

- ▶ Preparing a CV
- ▶ Job Application forms
- ▶ Interview skills
- ▶ Life after GCSEs – what's next?
- ▶ Post 16 Application support
- ▶ 1 : 1 Careers Advisor



# Where are we ?

## Year 11

- ▶ Post 16 – talks from providers in assemblies
- ▶ PCE evening & careers fair
- ▶ Mock Interviews
- ▶ Careers Lessons on C.V's, job application forms, tracking portfolio & post 16 applications
- ▶ KUDOS
- ▶ Apprenticeship Fair

## Year 10

- ▶ C.V writing
- ▶ KUDOS
- ▶ Apprenticeship Fair
- ▶ Employability Skills Day



# Where are we ?

## Year 9

- ▶ Start their block in the PSHE timetable on Careers
- ▶ 30 students will take part in the DASH programme

## Year 8 & 7

- ▶ Will start their careers input in term 5 & 6



# OFSTED Framework

The government's [Careers Strategy](#) was published in December 2017, followed by [statutory guidance](#) for governing bodies, school leaders and school staff in January 2018. To help you understand what this means in practice for your school, these are the key headlines and deliverables:

Timing	Action
September 2012 onwards	Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.
2 January 2018 onwards	Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed. This is known as the 'Baker clause'.
From January 2018 to end 2020	Every school should begin using the Gatsby Benchmarks to improve careers provision now and meet them by the end of 2020. For the employer encounters benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.
From September 2018	Every school must appoint a named person to the role of Careers Leader to lead the careers programme.
From September 2018	Every school will be expected to publish details of their careers programme for young people and their parents.



# How can you help?

- ▶ Think about how careers is embedded in your long term and medium term plans.
- ▶ Do you have any displays that show how your subject can lead into different careers?
- ▶ Do you run any trips where students see potential career opportunities or gain experience?
- ▶ March 2020- National Careers Week- Each subject to carry out a lesson involved around a Career. Can be a starter, main activity or plenary to the lesson
- ▶ If you would like to support the Careers team in any potential strategies or activities, please email me any ideas.