

<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. 	<ul style="list-style-type: none"> • The Henry Beaufort School has a CEIAG Pathway and Policy led by the Senior Teacher in charge of Student Life Chances and the Senior DHT. • These are both published on the website and created in consultation with all stakeholders. • Both are reviewed each year by all stakeholders and quality assured through SLT meetings and governors. • Feedback given via Student Voice, staff surveys and parent questionnaires following progress evenings.
<p>2. Learning from career and labour market information</p>	<p>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 adviser to make best use of available information.</p>	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labourmarkets and future study options to inform their support to their children. 	<ul style="list-style-type: none"> • Students given guidance on the labour market information (LMI) through careers advisor and PD Days. • Each subject has specific LMI within their team area displayed for all. • Ensuring regular contact is kept up with local FE Colleges • Students and parents kept informed via tutor time, website and careers newsletter. • Students access LMI through individual Careers Appointment

<p>3.Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school. 	<ul style="list-style-type: none"> • Students receive a wide range of assemblies/workshops/visiting speakers from charities/workplaces and institutions to raise their aspirations, challenge any stereotypical thinking, help them reflect and evaluate and become more self-aware. • Students receive an individual document following any careers appointment which is given as a paper copy and stored centrally to ensure it can be accessed again if needed. • Destination forms are collected in conjunction with HCC and data from this is supplied to the school each year.
<p>4.Linking curriculum learning to careers</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • The school has a range of STEM subjects and vocational courses that students can choose in Year 8 to study. • Each subject has specific LMI within their team area displayed for all. • The CEIAG Pathway is published on posters and displayed in every classroom linking the curriculum to careers throughout. • National Careers Week, held in March, will see all subjects link their curriculum to various career opportunities • Subjects to make specific reference to LMI in their curriculum intent document

<p>5.Encounters with employers and employees</p>	<p>Every student 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.</p>	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*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.</p>	<ul style="list-style-type: none"> • Each Year Group has a guest speaker within the PD Day schedule to raise aspirations and give information about their own career pathway. • From Year 9 to 11 EBP run workshops to teach students about life skills and the world of work such as mock interviews • Year 10 students attend work experience. Guidance is given within a log book on how students can engage with their mentor in a conversation about how to be successful in that workplace. • During Year 11 students have mock interviews with local businesses. • The Year 11 students participate in 'Subjects in Society' during CC day which involves guest speakers.
<p>6.Experiences of workplaces</p>	<p>Every student 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.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have. 	<ul style="list-style-type: none"> • In Year 10 students are supported to gain a work experience placement. • Due to recent pandemic a 'Virtual Work Experience' provision was provided to ensure this happened

<p>7.Encounters with further and higher education</p>	<p>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 in the workplace.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>	<ul style="list-style-type: none"> • All Year 10 students are actively encouraged to sign up for the Local College's Taster event in Summer 2. • During CC day 1 all Year 10 students visit a Local University. • During PD Day, all Year 9,10 and 11 students and Parents are invited to the schools Higher Education/Careers Fair. • All local Open Events are published to students and Parents regularly via email and/or the school website.
<p>8.Personal guidance</p>	<p>Every student 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.</p>	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. 	<ul style="list-style-type: none"> • Every Student has a one to one interview with an impartial careers advisor by the age of 16. • A further group interview is offered for students seeking advice on specific courses or pathways. • HOY/Tutors can refer Year 9-11 students to the career advisor if they feel this is necessary. • The Individual Careers Appointments invite extends to parents where applicable