

# Careers advice and Work Experience provision

New Horizons Learning Centre have commissioned Rebuild Support to support them in developing and improving their careers guidance as well as adhering to the Gatsby Charitable Foundation's Good Career Guidance Benchmarks.

Following the latest statutory guidance from the Department of Education dated January 2018 this document will outline how New Horizons Learning Centres careers strategy compares against the Gatsby Benchmarks

Rebuild Support will work alongside the careers Leader and will deliver the careers programme across all eight Gatsby Benchmarks

## The Rebuild Support Careers Programme

New Horizons Learning Centre will identify the students that require a careers interview. Rebuild Support will provide the students with an initial assessment, to ascertain the level of careers encounters they have had, along with details of the career pathways that interest them.

Working closely with the Senior Leadership team will create a unique bespoke programme

The Gatsby Benchmarks

<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"> <li>• 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.</li> <li>• 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.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>	<ul style="list-style-type: none"> <li>• New Horizons Learning Centre have developed a stable, structured careers programme that has the explicit backing of the senior management team</li> <li>• Once agreed by the senior management team a statement will be added to the school’s website</li> <li>• Feedback will be captured by different ways to show distance travelled.</li> </ul>
<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"> <li>• 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.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>	<ul style="list-style-type: none"> <li>• Rebuild Support will build into the schools PHSE Programme, Core theme 3 “<b>Living in the Wider World</b>” (Economic Wellbeing, Careers and the World of Work) the opportunity to register and use the Careerpilot website which enables both students and parents to</li> </ul>

			access and use information about labour markets and future study options to inform their support to their children's career pathways
3. Addressing the needs of each student	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.	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>	<ul style="list-style-type: none"> <li>• Each student will have an initial assessment through a personal session</li> <li>• Rebuild Support will provide more pictorial resources such as posters handouts that challenge gender stereotypes and deliver a groupwork session. Rebuild Support will attend key stage 3 and 4 EHCP meetings.</li> <li>• Each student will have a folder allocated to them with their individual Moving on Plan</li> <li>• These folders will be kept in school for students to access</li> </ul>

			<ul style="list-style-type: none"> <li>• Rebuild Support will contribute to destinations and provide data for subsequent data comparisons</li> </ul>
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.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Rebuild Support will arrange a series of Speakers and employer visits.</li> </ul>
5. Encounters with employers and employees	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.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Rebuild Support will arrange a series of Speakers and employer visits, and support students with an appropriate extended work placement.</li> </ul>
6. Experiences of workplaces	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.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>	<ul style="list-style-type: none"> <li>• Each year 10/11 student will undertake an experience of a workplace. This placement will have a "Health &amp; Safety Assessment" and a current ELI (Employer</li> </ul>

			Liability Insurance) Certificate It will also provide an additional assessment based on any additional needs that the Student may have)
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 routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had a meaningful encounter* with provider 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.</li> <li>• 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. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</li> </ul>	<ul style="list-style-type: none"> <li>• This will be achieved through parent's evenings where Post 16 providers, Sixth Forms and FE Colleges will be present</li> </ul>
8. Personal guidance	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	<ul style="list-style-type: none"> <li>• 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. Requirements and expectations of schools</li> </ul>	<ul style="list-style-type: none"> <li>• Rebuild Support will provide each student with an initial careers interview and any subsequent follow up interview. The advice/guidance and any decisions</li> </ul>

	whenever significant study or career choices are being made.		discussed will be recorded on a “Moving on Plan” and filed within their allocated electronic folder.
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### **CEIAG useful links for Schools, Parents, and Students**

[\[PDF\]Bristol Post-16 Directory - Bristol City Council](#)

[www.careerpilot.org.uk](http://www.careerpilot.org.uk)

[www.apprenticeships.gov.uk](http://www.apprenticeships.gov.uk)

[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)

[www.ucas.com](http://www.ucas.com)

[www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk)