

Introduction

Queen Elizabeth's School aims to ensure that all young people have access to good and realistic impartial information and guidance about the full range of career pathways available to them. We aim to make sure that our students are self-confident, skilled and careers ready.

Careers Guidance will focus on the specific needs of the individual student to promote self-awareness and personal development. It will aim to provide current and relevant information to enable each student to make informed choices about their future.

Our Visions and Values

Careers education and guidance helps DEVELOP CHARACTER and RESPECT towards others in the workplace & COMMUNITY. It provides students with a HOPE for their future and in turn we trust this will lead to a LOVE for their future career.

We are committed to implementing a careers programme that unlocks potential, raises aspirations and equips students with employability skills enabling them to leave upper school with the skills and knowledge required to enter employment, further education or higher education.

Statutory requirements and expectations

Queen Elizabeth's School is committed to providing a planned programme of careers education for all students in Years 9 - 13, within a clear framework linked to outcomes for pupils (The CDI Framework for Careers Employability and Enterprise Education Jan 2020) which is underpinned by the Gatsby Benchmarking tool, guidance from the DfE and Ofsted. This includes the following:

- An obligation to provide independent careers guidance by a qualified career professional from Years 9 - 13.
- Ensure that there is an opportunity for a range of education and training providers to access all students in Years 9 - 13.
- Use the Gatsby Benchmarks to improve careers provision.
- Appoint a named person to the role of Careers Leader
- Publishing details of the careers programme for young people and their parents.

Learner entitlement

Every student is entitled to high quality careers information, education and advice as part of their overall education that meets professional standards of practice and is person-centred, impartial and confidential. The programme will promote equality of opportunity and inclusion by:

- Developing a sense of self awareness, enabling students to recognise their potential and in turn raise aspirations.
- Building self determination, resilience and the ability to adapt to change, empowering students to aspire and achieve.
- Encouraging students to make decisions about their continuing education, training and employment choices and implementing their decisions.
- Acquire and recognise transferable skills which enable students to effectively apply them to a variety of different situations in their future career.
- Assisting students in learning how to overcome possible barriers to learning that they may encounter and how to cope with any unintended consequences of their decisions and plans that may arise.

Commitment

Queen Elizabeth's School is committed to ensuring that the eight Gatsby Benchmarks of good practice are in place. These eight benchmarks are:

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.
5. Encounters with employers and employees.
6. Experience of the workplace.
7. Encounters with further and higher education.
8. Personal Guidance.

We also adhere to the voluntary Careers Development Institute framework which focuses on end of key stage learning outcomes. There are 17 important areas of careers which are grouped under the three following headings:

1. Developing yourself through careers, employability and enterprise education.
2. Learning about careers and the world of work.
3. Developing your career management, employability and enterprise skills.

Management and delivery

We recognize the importance of putting in place effective arrangements for the management and delivery of the programme. All staff, including SLT and governors contribute to careers education and guidance through their roles as tutors and subject teachers. The careers programme is delivered during tutor time, and subject lessons as well as supplementary drop down events and activities. Students' learning is mapped and recorded to ensure seamless support and guidance throughout their time at school.

The Careers Leader co-ordinates the careers programme and works closely with the senior leadership team.

The Careers leader works to deliver the programme alongside:

- School staff including subject leaders and tutors.
- External partners including Dorset County Council and Bournemouth University.
- Careers & Enterprise Company Enterprise Co-ordinator and Enterprise Adviser
- Local and National Employers.
- Charities and GAP year providers.
- Colleges and training providers.
- Apprenticeship providers.

We recognise the important role that parents have in their child's development and actively encourage their involvement and input in the delivery of our careers programme as well as equipping parents with careers knowledge and skills required to support their child at home.

Budget

Funding for careers will be allocated in the school budget according to the schools allocated allowance. The school will seek to secure further funding through sponsorship of specific career activities.

Staff development

All staff are expected to contribute to the career learning and development of students in their different roles. Staff training will be addressed through our staff development plan

Monitoring, reviewing, evaluating and reporting

It is our aim to provide an annual careers report which outlines participation in careers related activities and illustrates progression across Years 9-13 using the Compass+ evaluation tool. The focus is to identify gaps and support improvement. The careers programme is reviewed annually by the Careers Leader and appointed Senior Leadership Team member and subsequently shared with the Headteacher and the Director of School Improvement at the Wimborne Academy Trust.

Date approved: September 2022

Date of next review: July 2023