



Benchmarks	Outcomes expected	Related activity and Evaluation
<p>1. A stable careers Programme. <i>Every school and college should have embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</i></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 identified and appropriately trained person responsible for it. • The careers programme should be published on the school’s website in a way that it 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. 	<p>Sara McKay- IAG Officer, Level 6 Advice and Guidance qualification and independent careers advisor. LT link - Cathrin Thomas and Governor Link – Tarah Al-Jibouri</p> <p>IAG Officer attends year 8, 10, 11, 12, 13, and 14 parents evening to discuss findings with parents.</p> <p>Careers provision published on the school website, newsletter. Letters to parents and through the Governors report/s. Through doddle parents are aware of career interview actions.</p> <p>Our work with the careers and enterprise company enables local employers to understand the careers work that goes on within the school. Recognised by Quality Award recognition given in January 2018 to the school.</p> <p>Compass Tracker – updated and tracked annually</p> <p>Evaluation of programme undertaken at each Careers related events.</p> <p>Regular student evaluations post careers interviews and staff and parent survey conducted at regular intervals. Outcomes shared with Governors.</p>
<p>2. Learning from career and labour market information. <i>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</i></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 labour markets and future study 	<p>Labour Market information is shared on the school website. Information is also shared at information and parents evening.</p> <ul style="list-style-type: none"> • Year 7-Introuction to careers support at CGS, and the National Careers Website and linked activities to encourage independent websites • Year 8- 1:1 careers interviews and drop ins. Options carousal and presentations from



<p><i>adviser to make best use of available information.</i></p>	<p>options to inform their support to their children.</p>	<p>employers/workshops and parent information evening.</p> <ul style="list-style-type: none"> • Year 9: 1:1 careers interviews and drop ins. STEM trip • Year 10: 1:1 careers interviews and drop ins, PSHE raising aspirations • Year 11: 1:1 careers interviews and drop ins, workshop on application process and CV writing. You're Hired event. University trip • Year 12: 1:1 careers interviews and drop ins, Induction day / application support. Student finance and UCAS trip and workshop. Apprenticeship workshops in enrichment time. Parent information evening. • Year 13/14-1:1 careers interviews and drop ins. You're Hired • Labour Markets-promoted for each group-update on local good practice
<p>3. Addressing the needs of each student. <i>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 quality and diversity considerations throughout.</i></p>	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge the stereo typical 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. 	<p>As above</p> <p>Careers interviews notes are taken at each careers interviews. Actions are recorded and followed up.</p> <p>Destinations data recorded.</p> <p>Sara McKay- IAG Officer, works with many alternative providers to offer guidance and attends SEND annual review meetings .</p>
<p>4. Linking curriculum learning to careers. <i>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the</i></p>	<ul style="list-style-type: none"> • By the age of 14, every pupil should have the opportunity to learn how the different STEM subjects help people gain entry to, and be more 	<p>Year 8 Options evening</p>



<p><i>relevance of STEM subjects for a wide range of future career paths.</i></p>	<p>effective workers within , a wide range of careers.</p>	<p>Visitors from key industries encouraged. Eg Whoop STEM day for year 10</p> <p>NHS Health Reach- Year 8</p> <p>Hovis Apprenticeships- Year 12/13</p> <p>AWE- Apprenticeships- Year 12/13</p> <p>NCS-Year 11</p> <p>A range of visitors attend each year.</p>
<p>5. Encounters with employers and employees <i>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the work place. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</i></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><i>*A 'meaningful' encounter is one in which the student has an opportunity to explore what it is like to learn in that environment.</i></p>	<p>'Meaningful encounters' :</p> <p>Year 8: Careers Insight morning</p> <p>Year 9: Careers Insight morning</p> <p>Year 10: STEM day</p> <p>Year 11: You're Hired</p> <p>Year 12: Work placement and Guest speakers</p> <p>Year 13: You're Hired and Guest speakers</p> <p>Year 14: You're Hired and Guest speakers</p> <p>Careers and Enterprise Advisor- Alison Giles and formal link with GSK</p>
<p>6. Experience of workplaces <i>Every student should have first-hand experience of the work place through work visits, work shadowing and/or work experience to help their exploration of careers opportunities, and expand their networks.</i></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. 	<p>Work placement in year 13</p> <p>Widened enrichment volunteering offered post 16-career related volunteering encouraged.</p>



<p>7. Encounters with further and higher education <i>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routed and learning in schools, college's universities and in the work place.</i></p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have 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 at least two visits to universities to meet staff and pupils. <p><i>**A 'meaningful' encounter is one in which the student has an opportunity to explore what it is like to learn in that environment.</i></p>	<p>6th form colleges / Universities and apprenticeships promoted at all careers interviews/parents evenings</p> <p>Link with Bucks New Uni .Year 11 students have the opportunity to attend a day here.</p> <p>Sara McKay- IAG Officer, supports LAC and SEND students on visits to further and higher education.</p> <p>Visits to University/future employers are tracked at Post 16</p>
<p>8. Personal Guidance <i>Every student should have opportunities for guidance interviews with a careers adviser, who could be internal or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</i></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. 	<p>See above</p>