

The school vision for careers

The Earls High School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clear idea of the routes to careers that they will find engaging and rewarding. Good CEIAG widens Students' horizons, challenges stereotypes, and raises aspirations. It provides Students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The Gatsby Benchmarks

This is a framework for schools to deliver 'good careers guidance' to their pupils.

1. A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	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.
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.
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.
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.
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 to expand their networks.
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.
8. Personal guidance	Every student should have opportunities for guidance interviews with a Careers 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.

Careers Programme through the year

Year group	Activity	Benchmark	Measuring impact
7	PSHE Lessons – self-awareness activities that will focus on transition, personal achievement, skills and seeking advice. SPARKS building resilience	3,8	Improved understanding of jobs and careers. Improved understanding of their own skills and qualities
	Future Focus – pupils will complete a series of activities through form time every week. This will focus on different jobs, skills required in the future	3,4,6,7	Improved awareness of different jobs and careers and the skills and qualifications needed for different jobs
	National Careers Week – form time activities. During national careers week each department will deliver a ‘careers lesson’ to raise awareness of a variety of careers linked to their subject. Staff will display careers postcards on their doors which highlight what previous jobs they have had prior to teaching.	3,4,6,7	Improved awareness of different jobs and careers and the skills and qualifications needed for different jobs
	Aspirations assembly	3,4,7,8	Improved motivation to succeed
	Trip to CBSO	2,3,4,5,8	Improved understanding of jobs and careers and workplace visit.
8	PSHE Lessons – CV writing, budgeting, tax, skills and qualities needed to work, employability, investigating Careers.	3,8	Improved understanding of jobs and careers. Improved understanding of their own skills and qualities
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	Aspirations assembly	3,4,7,8	Improved motivation to succeed

9	PSHE Lessons – personal statements, skills and seeking advice, developing new skills and employability	3,8	Improved understanding of jobs and careers. Improved understanding of their own skills and qualities
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	Aspirations assembly	3,4,7,8	Improved motivation to succeed
	Careers Fair – pupils will have the opportunity to speak to a selection of businesses as well as local colleges and universities, apprenticeship providers	1,2,3,3,5,7,8	Increased student awareness of variety of careers available within the local area, nationally and within key areas
	College Taster Day – time spent at Halesowen college where they get to look around the college as well as take part in some taster sessions	2,3,8	Improved understanding of Post 16 pathways
	DofE Award- students will get the opportunity to take part in the award which they will be required to volunteer soe time to help a non -profit organisation.	3,5,6	Improved awareness of different jobs and careers and the skills and qualifications needed for different jobs
	Options evening and assemblies	3,8	Students and parents have access to high quality information in order to select KS4 options knowledgeably and thoughtfully.
	UCAS Careers Quiz and pathways discussion	3,4,7	Improved understanding of Post 16 pathways
	University Visit	3,4,7	Improved understanding of Post 16 pathways
	University talk workshop	3,4,7	Improved understanding of Post 16 pathways
	Key stage 4 skills assembly	3,4,7	Increased awareness of the skills required for KS4 and how these skills will relate to the world of work.

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	College Taster Day – time spent at Halesowen college where they get to look around the college as well as take part in some taster sessions, they will also have a talk on pathways beyond school	2,3,8	Improved understanding of Post 16 pathways
	Information Evening – An evening to introduce skills needed for KS4 and launch Work experience	2,3,4,	
	Work experience – to be completed for a week	3,4,6,7	Improved awareness of different jobs and careers and the skills and qualifications needed for different jobs
	Unifest	3,4,5,7	Improved understanding of Post 16 pathways
	The brilliant club – making your mark	3,4	Improved motivation to succeed
	University Visit	3,4,7	Improved understanding of Post 16 pathways
	University talk workshop	3,4,7	Improved understanding of Post 16 pathways
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11	PSHE Lessons – focus on budgeting skills, seeking advice, UCAS applications and references.	3,8	Improved understanding of jobs and careers. Improved understanding of their own skills and qualities
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	Careers Guidance and advice interviews	2,3,7,8	Improved understanding and guidance to inform decision making
	Next steps Evening	2,3,4,7	Information to parents and students about next steps and preparing students to apply for these
	Key stage 4 results day	7,8	Guidance available for students stuck on their next steps
	Assemblies with HE Providers	2,3,7,8	Improved understanding of post 16 pathways
	University Visit	3,4,7	Improved understanding of Post 16 pathways
	Parents evening	2,3,4,7	Colleges and FE Available for guidance and advice for both students and parents